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ABSTRACT

Two hundred representatives from the community, special interest groups, and the educational field cooperated in writing a preliminary state plan for career education focusing on the following problems: high unemployment rate of society's untrained youth, the diminished ability of the job market to absorb unskilled workers, lack of trained persons to fill industrial jobs, and the need for career and vocational counseling to reach adults as well as students. This document outlines these and other problems and seeks to suggest ways to solve them. The first five sections cover final development of the state plan (advisory committee, employment of staff, operational funds), statewide orientation to career education, state training for career education (inservice and preservice for educators and guidance personnel and inservice for parents and community), program development, interstate and intrastate communication and resource exchange, and the steps involved in program assessment and evaluation. The major portion of the document consists of summary reports of career educational goals developed by working committees in the following subareas: community (small business, large business, human services, fraternal organizations, media/public relations, humanities and arts, environment/energy, military and government, manpower/labor); special interests (special needs and disadvantaged, sex role stereotyping, urban/rural exchange, adult information services, bilingual/bicultural); education (preschool/day care/kindergarten, elementary/secondary, postsecondary/junior college, higher education, teacher education, and counselor education). (SH)

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ED147638

THIS REPORT REFLECTS THE EFFORTS OF THE FIRST OF TWO PLANNING YEARS

FOR THE DEVELOPMENT OF A FIVE YEAR

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NEW HAMPSHIRE STATE PLAN FOR CAREER EDUCATION

PLANNING YEARS 1976-77 & 1977-78

IMPLEMENTATION YEARS 1978-83

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION CONCORD, N.H., 03301

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LIVE FREE OR DIE

CE 014 126

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WITH GRATEFUL APPRECIATION TO THE 200 VOLUNTEERS WHO HAVE CONTRIBUTED TOWARD THE DEVELOPMENT OF THIS PLAN.

"Live Free or Die"

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- QUESTIONS AND ANSWERS
- OBJECTIVES OF THE PLAN
  - LONG RANGE
  - EACH OF FIVE IMPLEMENTATION YEARS (To be completed during 1977-78 planning year.)
- MEANS TO ACCOMPLISH OBJECTIVES
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  - PART TWO: Statewide Orientation to Career Education
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→ COMMUNITY COMMITTEES

- Special Needs and Disadvantaged
- Sex Role Stereotyping
- Urban - Rural Exchange
- Adult Information Services
- Bilingual / Bicultural

→ SPECIAL INTERESTS COMMITTEES

- Pre-School, Day Care, Kindergarden
- Elementary
- Middle School / Jr. High
- High School
- Post High School / Two Year College
- College/ University
- Teacher Educators
- Counselor Educators

→ EDUCATION COMMITTEES

Introductory Narrative

America's schools are under attack. A recent national poll indicated that most Americans believe a major goal of education is to prepare people for work. However, the bridges linking schools to the world of work are missing. Career Education seeks to build those bridges and to return the young to a productive place in society.

Currently in our society, people under twenty cannot find a place to be productive. We have continuously extended the period of preparation for life until it encompasses people in their late twenties. The young have been insultated from the responsibility of taking risks, making decisions, and accepting the consequences of those decisions. Children and youth are protected from failure and, consequently, from the opportunity to grow as a result of those failures. Conversely, they have been shielded also from the feelings of self-satisfaction gained from taking on a challenge, doing their best, and succeeding. The result has been a loss of purpose.

We have created a dehumanized society in which people of all ages have cause to question their place and purpose of life. Individuals who feel useless often exhibit unhealthy, antisocial behaviors. We then spend fortunes on programs of rehabilitation and exhaust our energy on "band-aid-ism" - patching up the wound without diagnosing and treating the cause. We need to concentrate on prevention.

We must consider and adopt a philosophy aimed at building people's sense of usefulness. Lyndon Johnson once said, "To hunger for use and go unused is the greatest hunger of all." Everyone needs to know that his existence makes a difference.

But it is difficult to build or maintain a sense of purpose in a world which is constantly changing. There is a poster in circulation with a picture of a very frustrated baboon; the caption reads: "Just when I thought I was beginning to know life's answers, they changed all the questions." People need to be equipped with adaptability skills. To do so, we do not have to rebuild, throw out, or add on programs; we need to refocus what we are already doing.

The basic skills, the liberal arts, and the humanities cannot be thrown out or demoted to a lesser status in school curriculum. However, a greater effort can be made to show the relationship between what is taught and how it can be used in work and in life as a whole. At any given time, student and teacher, employer and employee, and child and parent should be able to tell why they are doing what they are doing. This sense of meaningfulness will increase motivation in school, at work, and in life's other pursuits.

Career education concepts can enhance meaningfulness in other ways. First, Career Education seeks to provide people with ways of gaining knowledge of themselves - their values, interests, skills, and abilities. Next, it seeks to help them arrive at ways to use this knowledge of self to plan life directions. This process is continuous. It begins early and continues throughout life. It happens in school and in many places outside of school.

Because Career Education is not confined to the schools, the entire community must be committed to helping all people discover ways to live fulfilling lives. Commitment and energy for this cause must be directed to all persons - the disadvantaged, the handicapped, the social offenders - regardless of age or sex.

In writing this preliminary plan, representatives from the community, from special interest groups, and from education gathered to discuss how society, working in concert, can meet the goals of Career Education. These two hundred people volunteered many hours of their time because they believed that Career Education could help remedy some of society's ailments.

One obvious problem is the high unemployment rate of society's untrained youth. The ability of the job market to absorb unskilled workers has rapidly diminished. Industries moving into New Hampshire cannot find persons trained to fill their jobs. We need to assess where the opportunities for trained individuals are and provide, at all levels of education, career counseling based on that

assessment.

Effective career counseling should not be limited, however, to educational institutions. There are many adults who, for one reason or another, are entering or re-entering the job market or changing careers; many are unskilled or have non-saleable skills. Career Education must reach these people.

This document outlines these and other problems and seeks to suggest ways to solve them. Its success depends upon all members of the community working together. The entire task cannot be shifted onto the schools, but must be shared by the community as a whole.

PURPOSE OF THE PLAN

In recognition of the prime importance of work in our society and in recognition of the role that schools play in the lives of all Americans, it is the purpose of this plan to assist State and local educational agencies, in concert with all other aspects of its community, in making education as preparation for work, and as a means of relating work values to other life roles and choices (such as family life), a major goal of all who teach and all who learn by increasing the emphasis they place in all levels of education on career awareness, exploration, decision-making, and planning, and to do so in a manner which will promote equal opportunity in making career choices through the elimination of bias and stereotyping (including bias and stereotyping on account of race, sex or handicap) in such activities. It is further the intent that activities be designed and accessible to all ages using presently existing community and education resources.

DEFINITION OF CAREER EDUCATION

according to Kenneth B. Hoyt in "Career Education:
What It Is and How to Do It:"

Career Education is ... the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

QUESTIONS & ANSWERS

According to Hoyt

the director of OE's Office of Career Education

Q. A lot of concern has been expressed about th. goals and purposes of career education. What do you see as the bottom line in career education?

A. The ultimate goal is to bring proper emphasis to education as preparation for work without detracting from any of education's other goals.

Q. Has career education outlived the phase when it could be considered an educational fad?

A. Yes, definitely. I don't think people are looking at career education as a fad. There are still those who haven't heard the name career education, but it really is coming along.

Q. What can we realistically expect career education to accomplish?

A. Career education can introduce and emphasize purpose and purposefulness in education on the part of both teacher and student. I think it can increase achievement in basic skills and other academic areas. I think it can increase the cost effectiveness of education. For example, career education emphasizes the identification and use of a community's personnel and physical resources, valuable commodities that have been lying around for years but have not been used to the extent that they should have been. Career education also can increase the level of employability skills.

Q. What do you mean by employability skills?

A. I'm referring to the decision-making skills, the job-seeking skills, the job-holding skills, work values, and work habits.

Q. Can career education decrease the level of youth unemployment?

A. No. Rather, I think it will increase the employability of youth. The amount of youth unemployment depends partly on such factors as the Arab oil embargo, inflation, and a whole bunch of things over which we have no control. Career education can and will prepare a youth for a job, but it cannot provide that job. Moreover, I don't think we should expect it to decrease juvenile delinquency or drug abuse or to improve citizenship. Nor do I know that it will increase school holding power or attendance rates. However, I think it will positively affect student apathy and have an effect on the problems of sexism and racism that operate as deterrents to full freedom of occupational choice. Career education also can do something about making work a more meaningful part of individual lifestyle, whether that lifestyle includes work as a paid or unpaid activity.

Q. Given the nation's current educational trends, shouldn't you be evaluating cognitive gains in basic skills by youngsters exposed to career education?

A. Yes, that is our first priority. Right now, our best evidence of effectiveness is that academic skills are improving in the elementary schools. Of about 85 local evaluations, most showed significant differences in student attainment. We realize, however, that some of the data used in these studies may be soft. Our evaluations must be made cleaner and more comprehensive and more able to stand up to tough scrutiny.

Q. In addition to evaluation issues, what other major problem must be overcome?

A. We need to increase the effectiveness and comprehensiveness of the career-education effort. Now it is not systemwide. Typically, what we find when we look at a school's career-education program is one or two teachers who are implementing one aspect of career education in their classrooms. The effort must be broadened and made more effective; otherwise, when outsiders or evaluators or parents look at many of the current programs, they will judge the entire effort on the little bit they see. They'll say, "Is that all there is to it?" We need to get into the high schools more, and into postsecondary institutions.

Q. How do you answer critics who say career education aims at preparing youth for low-level jobs or at least to get them to lower their expectations about possible careers?

A. I don't believe that career education is set up to lower or to raise expectations. It's set up to provide youngsters with a greater understanding of themselves and of the total variety of educational and occupational alternatives that are available in this society and to help them make *reasoned* decisions based on knowledge about themselves and about their opportunities. Whether career expectations are raised or lowered after they have made those reasoned decisions is beside the point. If their expectations do go up or down, who is to say that is good or bad? It depends on the individual youngster and what his or her aspirations are right now. Some young people would do better to raise their aspirations; others might do better to lower them. I don't feel we have the right to tell a young person to raise or to lower aspirations. We do have the responsibility to give them understanding of themselves and of opportunities to a sufficient degree that they are able to make more reasoned decisions about the kind of lifestyle they want to lead.

Q. You frequently refer to expansion efforts to make career education available to all people. How are you doing in this regard?

A. This is a most serious problem for us. If we say career education is for all people, then we are not doing it right yet. We need to reach many more special populations: the handicapped, minorities, the gifted and talented. With regard to special settings, we need to extend career education to the all-volunteer army and to adult education. We've got a long, long way to go.

Q. Is the relationship between vocational and career education friendly, compatible, or what?

A. Let me answer that by saying that vocational educators generally do not want to use their funds for career education. I don't blame them for taking that stand, as long as vocational education is the only part of education using its funds for career education. But we are at the point where some of the funds for education of the handicapped are going for career education, where higher education funds are going for it, and so on. I believe, therefore, there is no reason why some vocational-education funds should not be spent for career education. I keep stressing that we need something more than vocational education. If American education is to meet the total goal of education as preparation for work, it's got to be more than what vocational education does. Maybe someday all vocational educators will share this view.

Q. Should career education eventually be the total responsibility of the states and local school districts? If so, when?

A. I think there will be continuing need for someone to do the catalytic, conceptual work at the federal level. But implementation belongs at the state and local level—certainly within five years. I would like the effort to be local instead of state. Bribing schools "to do" career education is not the way to go. They need to convince themselves about the need for it.

Q. *Currently, the career-education office receives $10 million for demonstration projects as a line item in the budget. Is this enough? How much more is needed to implement career education?*

A. If we are talking about implementation of career education, not just demonstration, it depends on how fast implementation is desired. If you mean all of the schools in the country and all of the students, and you want to do it in one year, that would mean a lot of dollars. I think it would be a huge mistake to try to do all that in one year. Few schools are ready for it. I have used $100 million as a figure for first-year implementation funding to cover inservice training and employing community coordinators for career education. The figure could drop to $50 million by the fourth year, where it could remain through the eighth year before dropping to a minimal amount.

Q. *What is the key to involving industry, business, and labor in career education?*

A. We are not going to involve them unless we involve them in decision-making and in policy formulation. We need to realize there is a vast difference between the word "cooperation" and the word "collaboration." The key is to move from cooperation to collaboration. That means you have to get involved in the art of compromise and there will be times when one partner in the enterprise will want to quit.

Q. *What has been career education's biggest accomplishment during the time you have been director of OE's effort?*

A. I would say first, we have involved and incorporated the views of a huge number of people. I think Congress took an important step when it moved the Office of Career Education into the immediate Office of the Commissioner of Education and out of the Bureau of Occupational and Adult Education. Second, and probably more important, we have progressed toward attaining consensus on the career-education concept and on the nature, goals, and needs of career education. In the past two years or so, we have put some flesh on the bones of an idea and have converted that idea into a solid, workable model, still imperfect, to be sure, but nonetheless a strong start toward the ultimate goal. □

Objectives of the Plan

LONG RANGE OBJECTIVES

1. THAT PERSONS DEMONSTRATE KNOWLEDGE OF THE RELATIONSHIP BETWEEN WHAT THEY LEARN AND HOW TO USE IT IN LIFE.
    a. In work.
    b. As productive citizens.
    c. Through constructive use of leisure time.
2. THAT PERSONS DEMONSTRATE THE FOLLOWING BEHAVIORS -
    a. Awareness of their personal values and how these values affect their life role (past & future).
    b. Awareness of their own skill levels and abilities and methods for reassessing them.
    c. Awareness of a wide variety of career and educational opportunities that parallel their values and abilities.
    d. Decision-making skills .
    e. Responsibility in work performance and knowledge of their work satisfactions and rewards.
    f. A life role direction based upon an awareness of their values, abilities and career and educational options.
    g. Appropriate and assertive job-seeking and/or education-seeking skills.
    h. Placement of themselves in a paid or unpaid occupation upon concluding or interrupting their education.
3. THAT ALL PERSONS HAVE ACCESS TO PROGRAMS THAT WILL ENABLE THEM TO MEET THESE OBJECTIVES.

OBJECTIVES FOR EACH IMPLEMENTATION YEAR TO BE DEVELOPED DURING 1977 - 78

Means to Accomplish Objectives

PART ONE: FINAL DEVELOPMENT OF PLAN

MEANS ONE: FORM ADVISORY COMMITTEE

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Design of Membership Constituents of Advisory Committee.	Current Steering Committee & State Plan Central Staff	By 9/77						
2. Design of Purpose and Process.	"	7-9/77						
3. Nominations and Appointments of members.	"	9/77						
4. Approval by Commissioner of Education of concept and process.	"	By 9/77						
5. Schedule of Meetings and Agenda for Advisory Committee.	"	9/77						Mileage reimbursement $1,300.00.

MEANS TWO: FINALIZE PLANNING

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Read the document in all areas. Where a date appears under 1977-78 remaining planning is to be completed in that year.	Preliminary State Plan	←	→					

1.

MEANS THREE: EMPLOYMENT OF STAFF

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Employment of a Project Director	Commissioner of Education	7/77						$15,030.00
2. Employment of 1 Professional Staff	"	7/77						11,816.00
3. Employment of half-time clerical person	"	7/77						3,622.00
4. Fringe Benefits and Indirect Costs	" Funds via U.S. Office of Educ.	⟷						4,570.00

MEANS FOUR: PROVIDE OPERATIONAL FUNDS

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. In and Out-of-State Travel	Funding: U.S. Office of Education	⟷						$850.00
2. Supplies, including printing	"	⟷						$3,000.00
3. Contractural Services	"	⟷						$2,000.00
4. Travel Reimbursement to Committee Members	"	⟷						$7,080.00
5. Office Space, equipment, telephone	"	⟷						$4,723.00

2.

PART TWO: STATEWIDE ORIENTATION TO CAREER EDUCATION

MEANS ONE: IMPLEMENT MEDIA CAMPAIGN

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Brainstorm an ACRONYM for the Project	Media Personnel	5/77						
2. Hire or solicit services of P.R. professional-coordinator	"	5/77						
3. Plan a Press Conference	State Project Director and Media Personnel	5-17-77	2/yr.	2/yr.	2/yr.	2/yr.	2/yr.	
4. Acquire list of and contact all Radio/TV TALK SHOWS/N.H.	Office of Public Information	5/77						
5. Acquire list of and contact all Radio/TV and Print Media for Public Service Announcements	"	5/77						
6. Establish guidelines for a direct mail campaign for one or several audiences	Media Personnel Office of Public Information	⟷						
7. Establish a Speakers Bureau of Pay and Free Sources to meet with groups and provide information	Media Personnel Career Education Personnel State Department Personnel	7/77						
8. Establish list of all civic and other organizations where speakers might be used	Civic & Fraternal Organizations Working Committee	6-7/77						
9. Acquire any good movies available for PR use. Consider the making of a film by In-State students in Media Courses	Dave Morin, - Concord C.E. U.S. Office of Education Local Media Resources	→	→	- - - →				3.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
10. Acquire or establish all material, media etc. necessary to establish information booth (something mechanical)	Media Working Committee	← 6-8/77	→					
11. Establish list of locations where display booth could be located. (Fairs, Malls, Exhibits, Conferences)	"	← 6-8/77	→					
12. Investigate sources for funding of materials for display, rental of equipment, travel and manning costs.	"	← 6-8/77	→					
13. Contact resource persons in Humanities & Arts to investigate traveling players show, performance, play re: orientation. (Comedies, Drama, Pantomime, Mime)	Humanities & Arts Working Committee	← 6-9/77	→					
14. Examine and designate locations where players might perform. (Parks, Schools, Civic Meetings, etc.)	Public Relations/Media & Humanities/Arts Working Committees	← 6-9/77	→					
15. Investigate costs of players materials, planning, personnel, travel. - Find resources.	"	6-9/77						
16. Investigate costs of bumper stickers, cards, posters for public display areas.	"	← 5-8/77						4.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
17. Designate persons and establish locations where stickers and display posters might best be used. Establish numbers needed and means and costs of distribution.	Media Working Committee	6-9/77						
18. Establish policy and procedure for local use of Media and P.R. and include in Program Development section.	"	5/77						
19. Design specific P.R. and/or Multi-Media Presentations and approaches for specific audiences to include: Students Education Personnel Parents School Boards Business Community City Officials/ Policitians General Public-Adult Fraternal & Civic Orgs. Advisory Committee Representations	"	5-7/77						
20. Design hand-out material for above groups. Solicit funding source.	Media Working Committee and State Dept. of Education	5-7/77						
21. Establish schedule of presentations to each of the above sources in each community.	"	5/77 →						5.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
22. Establish format, style, content design for statewide Career Education magazine.	Professional Contractual Service	←	→					
23. Hire or contract staff to produce Career Education Magazine.	"	←	→					
24. Consider above as part of Statewide Resource and Communication Centers.	Media Committee Resource Committee	←	→					
25. Establish list of persons, agencies etc. to receive Career Education Publication and plan distribution.	"	←	→					
26. Establish policy for funding, advertising support, subsidy or subscription.	"	←	→					
MEANS TWO: DEVELOP LOCAL MEDIA PLAN								
1. Design Sample of local Media/P.R. PLAN.	Media Working Committee	9-12/77						
2. Suggest ways, means and personnel to implement local P.R. Plan.	"	12/77						
3. Include above data in Program Development section of State Plan.	"	↔						
4. Carry through on P.R. for all implementation years.	"	←	—	—	—	—	→	
5. Establish liaison with State Career Education Publication and provide input, disseminate.	"		←	—	—	—	→	

PART THREE : STATEWIDE TRAINING FOR CAREER EDUCATION

MEANS ONE: INSERVICE FOR EDUCATORS

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Identify and contact persons or organizations qualified to present inservice programs.	State Department of Education College and University Council Career Education Advisory Committee	←	→					
2. Plan, along with local schools, districts, or supervisory unions, workshops aimed at explaining the broad career education concept.	Career Education Advisory Committee Local School Personnel	←	→	→				
3. Plan, along with local schools, etc., workshops dealing with how to help people identify their values.	Regional Coordinator Local Districts	←	→	→				
4. Plan, along with local schools, etc., workshops dealing with how to help people identify and use their skills and abilities.	"	←	→	→				
5. Plan, along with local schools, etc., workshops dealing with how to identify and use community resources.	"	←	→	→				
6. Plan, along with local schools, workshops dealing with methods for infusing career education into the curriculum.	"	←	→	→	→			7.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
7. Plan, along with local schools, etc., workshops dealing with how to use career education and job information resources.	Regional Coordinator Local Districts							
8. Establish a state- or region-wide career education resource center for educators and the public.	Media - Resources Working Committee							
9. Recommend addition of career education components to the curricula at teacher and counselor education institutions. (Day and extension programs.)	Local Community - School Council							
10. Plan, along with local schools, etc., workshops that implement instruction for developing decision-making skills.	Regional Coordinator Local School Districts							
PRE-SERVICE FOR EDUCATORS								
1. Design guidelines for teacher training institutions, gain approval, implement in all teacher educator programs.	Consortium of Teacher Educators							

MEANS TWO: PRE-SERVICE & INSERVICE FOR GUIDANCE

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Implement recommended guidelines for Career Education Components in graduate programs in counseling.	Preliminary State Plan for Career Education	⟷						
2. Identify in-service training needs of counseling personnel. (Assessment survey may be necessary)	Assessment document from Ohio Center for Vocational Education	⟷						
3. Identify methods to assess career guidance awareness and skills in staff.	Counselor-Educators from N. H. and University of Massachusetts Public Documents.	⟷						
4. Identify methods to assess career guidance programs.	U.S. Office of Education Career Education Assessment Instruments/N.H. Guidance Survey	⟷						
5. Identify resources used in career guidance, placement and follow-up.	Various State Department of Education Office Libraries 5 State Resource Centers	⟷						
6. Identify methods and programs used to implement career guidance, placement and follow-up.	Printed Resources Counselor-Educators Concord Career Education Resource Project	⟷						
7. Identify methods, programs and resources which build community relations.	(Same sources as above)	⟷						
8. Using information of 1-7 above design a comprehensive in-service training course - using counselor-educators as program designers.	Counselor-Educators	⟷						

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
9. Design a system for area delivery of in-service training course.	Stu Pickard Office of Planning & Development	⟷						
10. Identify persons competent and available to teach in-service course.	Counselor-Educators Recommendations	⟷						
11. Identify financial resources necessary to deliver in-service training course.	Federal State Local - Including Business Sponsors	⟷						
12. Seek methods of funding training.	" " " "	⟷						
13. Decide, with Advisory Committee, if course to carry college credit or legislate for proficiency certificate.	Advisory Committee Counselor-Educators University Personnel	⟷						
14. Contact College/University for credit approval.	" "	4/78						
15. Decide how course should be paid for: Counselor/Local District/State Department of Education.	Advisory Committee	⟷						
16. Consider methods for teacher availability (Staff Development credits) Students have contract to learn in/from community - rather then just "time off".								

10.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
17. Publicize and solicit commitments for course participants, including parents, teachers, school board, service agency personnel.	Printed material on course Local area Career Education representatives Professional vehicles (magazines, etc.)		⟷					
18. Design the locations for course presentations.	Stu Pickard State Office of Planning and Development		⟷					
19. Contract for the locations where course to be presented.	Advisory Committee Working Committee Counselor-Educators		⟷					
20. Establish the costs for course materials.	" " "	⟷						
21. Establish the costs for course instruction.	" " "	⟷						
22. Contract for course materials.	" " "		⟷					
23. Contract for course instructors.	" " "		⟷					
24. Deliver the course.	Counselor-Educators			⟷				
25. Work with local Career Education - community committees to design elements of course into local comprehensive program.	All Career Education community Committee members			⟷	⟷			
26. Implement components in local districts.	Counselors School board, Administration, Teachers, Community				⟷	⟷	⟷	11.

MEANS THREE: INSERVICE FOR COMMUNITY - PARENTS

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Identify the components of Institute Program.	Advisory and Working Committee Personnel.	6-8/77						
2. Identify Resources who can build, design, deliver components.	Advisory and Working Committees	6-8/77						
3. Organize state-wide delivery plan utilizing a.) Teacher in-service workshops (open to community). b.) Presentations at School Boards. c.) Presentations at PTO's. d.) Presentations at Community/Social/Fraternal organizations - meetings. e.) Presentations Local Chamber of Commerce. f.) Presentations to town meeting, selectmen, etc.	Central Staff Advisory Committee Local School Committees School Administration, PTO's, etc.	⟷						
4. Build special contact with parents.	PTO's, enrolled students, brochures, local media	State ⟷	Local ⟶					
5. Outline special role of parents.	All parent working committee	⟷						

12.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
6. Prepare media - guidebook for parents.	Parent working committee	⟷						
7. Deliver parent workshops.	YWCA, PTA, PTO, CHAMBER OF COMMERCE, ETC.		⟷	⟷				
8. Design program reference material for:	State Working Committee Prototype for Community Career Education Committee	⟷						
a.) Business and Industry								
b.) Home Services	" " "							
c.) Social Services								
d.) The Professions								
e.) Government Agencies								
9. Use prepared material as handouts at institutes.	" " "		⟷					
10. Deliver community institutes and workshops.	" " "			⟷				

13.

MEANS FOUR: INNSERVICE FOR REGIONAL COORDINATORS

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Recommend the number and geographic area to be served by regional Career Education Coordinators.	Work of State Career Education Advisory Committee Stu Pickard Planning & Evaluation Office	←	→					
2. Establish the qualifications contract content and pay scale for Career Education Coordinators.	"	←	→					
3. Design a recommended process and committee structure to advertise, review, interview and hire candidates by regions.	"	←	→					
4. Design components necessary for training of Career Education Coordinators. Calendar . Subjects . Skill Building	"	←	→					
5. Identify resource materials necessary for training.	"	←	→					
6. Identify resource persons to present training.	"	←	→					
7. Identify location, dates, and program for training.	"	←	→					
8. Identify hiring deadlines for Career Education Coordinators.	"	←	→					

14.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
9. Implement the committee structure and process for hiring regional Career Education Coordinators.	Local and Regional Community Career Education Committees	6-9/78						
10. Complete hiring of Co-ordinators.	"		9/78					
11. Implement training of Coordinators.	State Department of Education, Office of Career Education		⟷	⟷	⟷	⟷	⟷	

15.

PART FOUR: PROGRAM DEVELOPMENT

MEANS ONE: PROVIDE LEADERSHIP FOR OBTAINING FUNDS

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Review all resources, legislation etc. where government funding may be available.	State and Federal legislation.	←	—	—	—	—	→	
2. Review all resources where private, philanthropic or foundation support is available or could be encouraged.	Private Foundation Sources Business Resources Guides to Grants and Funding Awards	←	—	—	—	—	→	
3. Review all national and local business and fraternal resources where support is available or might be encouraged.	Review of published material of Business and Fraternal Organizations	←	—	—	—	—	→	
4. Disseminate the above findings to the appropriate possible applicants.	Career Education Statewide Vehicle via State Resource Center Individual contacts	←	—	—	—	—	→	
5. Encourage and provide professional assistance in grant writing and fund seeking activities.	State Department of Education Office of Career Education	←	—	—	—	—	→	
6. Provide outlines for determining costs of programs.	"	Develop ↔		Disseminate				

16.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
7. Provide guidelines for applications and grant awards through Career Education implementation awards.	State Office of Career Education	←					→	
8. Recognize areas in which State or Local support must be encouraged.	State Office of Career Education Local Communities	←					→	
9. Identify State or Local legislative needs.	"	←					→	
10. Appeal, through proper channels for local or State legislative action.	"	←					→	
11. Recognize areas in which Federal legislative action is needed.	"	←					→	
12. Develop support for Federal legislative support.	"	←					→	

MEANS TWO: DISSEMINATION OF FUNDS

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
Write and disseminate guidelines for applications of funding for a. Infusing career education concepts and approaches in classrooms b. developing and implementing comprehensive career guidance, counseling, placement and follow-up services utilizing counselors, teachers, parents and community resource personnel c. developing and implementing collaborative relationships with the business-labor-industry-professional-government-service community, including the use of personnel from that community as resource persons in schools and for student field trips into that community d. developing and implementing work experiences for students whose primary purpose is career exploration e. employing coordinators of career education in local educational agencies or in combinations of such agencies (not at individual school building level) f. training of local career education coordinators	State Department of Education Staff and Advisory Committee for Career Education		↔	→	→	→	→	

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
i. purchasing instructional materials and supplies for career education activities								
j. establishing and operating community career education councils								
k. establishing and operating career education resource centers serving both educational sources and the general public								
l. adopting, reviewing and revising local plans for coordinating the implementation of the comprehensive program								
m. conducting needs assessment and evaluation								
g. inservice education of teachers, counselors, school administrators, and other personnel aimed at helping them to understand career education, including their roles in career education, and to acquire competencies essential for carrying out their roles								
h. conducting institutes to acquaint school board members, community leaders, and parents with the nature and goals of career educatio								

MEANS THREE: COORDINATE PROGRAM DEVELOPMENT PROCESS								
ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Design a line structure for necessary personnel.	Approval of State Career Education Advisory Committee	⟷						
2. Divide state into regions according to funding available for regional coordinators and by population.	"	⟷						
3. Estimate funding required to support regional coordinators.	"	⟷	⟶					
4. Write position description and responsibilities of regional coordinators.	"	⟷						
5. Write qualifications for regional coordinators.	"	⟷						
6. Design policy for recruiting, processing, interviewing and hiring regional coordinators.	State Career Education Advisory Council and Local Region Representatives.	⟷						
7. Design the training components for regional coordinators.		⟷						
								20.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
8. Establish a list of resource personnel to provide training of regional coordinators.	Central staff, Advisory Committee	⟷	⟷					
9. Establish committees to design program development plan for: Regional Areas Local Areas Specific Facility Specific Program	Advisory Committee Community Working Committee Sample Individual Facility Committee Each Academic Discipline for Pre-School-Elementary Junior High High College/University Working Committee	⟷						
10. Design sample local Career Education Council Guidelines - Constituents Purpose Procedures	A representative sample of interested volunteers working as pilot for their own community and as sample for state.	⟷						
11. Preparation of media materials for orientation State and Local use	Committee of media experts Partially voluntary Partially contracted services	⟷						$1,500.00

21.

MEANS FOUR: COORDINATE SEQUENTIAL PLANNING - COMMUNITY & EDUCATION

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Coordination of community components for the development and implementation of career education activities.	Advisory Committee for Career Education	⟷	⟷	- - -	- - -	- - -	- - →	
2. Completion of Sequential planning. a. Build resource portfolio of programs and activities including 1) materials 2) personnel 3) funds required 4) references for items 1 - 3, b. Build in methods of assessment and evaluation c. Build in specifics to eliminate bias in sex, race, age, handicap, bilingual-bicultural, urban-rural and economic background.	. Continuation of Working Committees . Establishment of subcommittees to some working committees . Use of meeting minutes and summaries of 1976-77 working committees (See Appendix)	⟷	⟷	⟷	⟷	⟷	⟷	

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
(education) d. Build in community involvement 1) small business 2) large business and industry 3) human services 4) fraternal and civic organizations, scouts, etc. 5) media, public relations and graphics 6) environment and energy 7) military 8) government 9) manpower/labor e. Coordinate sequence and activities with other educational levels f. Develop five-year sequence of implementation and evaluation	(community) d. Build in educational involvement 1) pre-school/elementary 2) middle/jr. high 3) high school 4) post high school 5) college/university 6) teacher and/or counselor training							

PART FIVE :

INTERSTATE AND INTRASTATE COMMUCATION AND RESOURCE EXCHANGE

MEANS ONE: DEVELOP RESOURCE SYSTEM

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Establish the locations and functions of a statewide system of resource centers serving both educational sources and the general public	Career Education Advisory Committee Working Committee of Resource and Library Personnel	⟷						
2. Collating, evaluating and disseminating career education materials on an intra-state and interstate basis	Resource Center personnel (guidelines developed 1977-78)	⟷	⟷	⟷	⟷	⟷	→	
3. Purchasing instructional materials and supplies for career education activities	"	⟷	⟷	⟷	⟷	⟷	→	
4. Providing training for resource center personnel	State Department of Education contractural agreement with appropriate resources		⟷	⟷	- - -	- - -	- - →	
5. Identifying, evaluating and designing use of career education experts to provide training for assessed needs	Advisory Committee with experts from Working Committees and existing Career Education programs	⟷	⟷	- - -	- - -	- - -	- - →	
6. Engaging in collaborative relationships with other agencies of state government and with state organizations representing the business-labor-industry-professional-service-civic community	Career Education Advisory Committee and various Working Committees	⟷	⟷	⟷	⟷	⟷	→	

24.

MEANS TWO: DEVELOP COMMUNICATIONS SYSTEM

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
1. Implement statewide public relations plan as outlined in Part Two		←	→	← - - -	- - -	- - -	- - - →	
2. Identify publications of: a) business - all areas b) human services c) unions, labor d) civic and fraternal organizations e) professionals f) churches g) chambers of commerce h) media, graphics i) sports/recreation j) agriculture k) home and parent l) government (local)	Media and Resource and Library Working Committees	← →						
3. Locate resource persons within as many of above as possible. Write and disseminate career education information	"	← →	← - - -	- - -	- - -	- - -	- - - →	
4. Develop a statewide magazine on Career Education	Media and Resource Working Committees	← →	←	—	—	—	→	
5. Inform list of item 2 of availability of speakers and presentations on career education	Career Education Advisory Committee	←	—	—	—	—	→	
6. Hold regular information sessions for State Department of Education Division Chiefs and consultants; other State Departments	Office of Career Education	←	—	—	—	—	→	

25.

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
7. Interact in all planning with all state agencies, especially those with complimentary state plans etc. a) Vocational Education b) Bilingual-Bicultural c) Special Needs d) Community Education e) Adult Basic Education	Personnel State Departments of Education Other State Plans	←					→	

26.

Assessment & Evaluation

ASSESSMENT & EVALUATION:

STEP ONE: ASSESS LOCAL & STATE AWARENESS, ABILITIES, OUTCOMES								
ACTIVITIES	**RESOURCES**	**77-78**	**78-79**	**79-80**	**80-81**	**81-82**	**82-83**	**$ AMOUNT**
1. Design overall assessment plan, including purpose and use of data calendar and time lines	Advisory Committee	← →						
2. Design or adapt instruments for evaluation of	Contractural Agreement with testing and evaluation specialist		← →					
a) Community awareness and involvement	"							
b) School district awareness and involvement	"							
c) Individual school programs	"							
d) Educational personnel awareness and involvement	"							
e) Parent awareness and involvement	"							
f) Student awareness and knowledge of:	"							
(1) values								
(2) skills and abilities								
(3) career opportunities								
(4) decision-making skills								
(5) responsible work behaviors and rewards								
(6) job-seeking and education training seeking skills								
(7) placement skills								

ACTIVITIES	RESOURCES	77-78	78-79	79-80	80-81	81-82	82-83	$ AMOUNT
3. Design appropriate mechanisms to set up pre and post testing, pilot group comparisons, regional comparisons	Contractural agreement with evaluation specialist		↔					
4. Gain approval/support of local educational agencies	Local education-community council		↔					
5. Gather assessment data	Local education agency Local service agency		↔	↔	- - -	- - -	- - - →	
6. Coordinate and publish data	" " " State Department of Education		↔	↔	- - -	- - -	- - - →	
7. Discuss gathering of social data for 1983 comparisons	Advisory Committee Local education-community council	↔	↔					
8. Design program of data to be collected Instrument design to be used	Local testing design by Local education-community council in cooperation with local school board		↔	↔	- - -	- - -	- - - →	
9. Implement gathering of social comparison data on statewide basis - if approved	Contractural agreement with university or graduate student personnel	↔						
10. Record academic performance of students both pilot and non-pilot for comparison learning data relationship of career education as learning methodology for basic skills	Local school participants Accumulated statewide and individual program statistics		↔	↔				
11. Use assessment data to design appropriate programs	State Department of Education - Career Education Career Education Advisory Committee		↔					
12. Use assessment data as starting point for measurement of change and evaluation	" " "		↔	↔	- - -	- - -	- - - →	

STEP TWO: MEASURE FOR CHANGE IN AWARENESS, ABILITIES, OUTCOMES								
ACTIVITIES	**RESOURCES**	**77-78**	**78-79**	**79-80**	**80-81**	**81-82**	**82-83**	**$ AMOUNT**
EVALUATE								
1. Progress of State Plan	State Department of Education - Career Education		←	—	—	—	→	
2. Programs Within the Plan	Career Education Advisory Committee							
3. Participants in Programs	" " "							
4. Participants vs. Non-participants	" " "							
5. Relationships to Social Statistics	" " "							

29.

Appendix

STEERING COMMITTEE

EVIDENCE OF NEED

SUMMARY REPORTS

STEERING COMMITTEE

CATAGORY		COMMITTEE RESPONSIBILITY	NAME	TITLE
EMPLOYEES		PROJECT DIRECTOR	KATHRYN R. DIGGS	COORDINATOR FOR CAREER EDUCATION
		COMMUNITY CONSULTANT	DONNA MELILLO	ASSOCIATE EDUCATION CONSULTANT
		EDUCATION CONSULTANT	KENNETH A. WIGGINS	ASSOCIATE EDUCATION CONSULTANT
COMMUNITY	1	SMALL BUSINESS	HAROLD "CHIP" RICE	DIRECTOR, BANCROFT PRODUCTS
	2	LARGE BUSINESS	DR. RICHARD F. CARLE	CORP. MGR. ORG. & PLANNING & DEV. SANDERS ASSOCIATES, INC.
	3	HUMAN SERVICES	GALE STARR	CHILD & FAMILY SERVICES OF NEW HAMPSHIRE
	4	FRATERNAL ORG. & SCOUTS	DR. NEWELL J. PAIRE	COMMISSIONER OF EDUCATION (RETIRED)
	5	MEDIA/ P.R./ GRAPHICS	DAVID COREY	PROGRAM DIRECTOR WFEA RADIO
	6	HUMANITIES & ARTS	JOHN G. COE	EXEC. DIRECTOR, N.H. COMMISSION ON THE ARTS
	7	ENVIRONMENT / ENERGY	WILLIAM B. EWERT	CONSULTANT IN SCIENCE - DIVISION OF INSTRUCTION
	8	MILITARY & GOVERNMENT	GERARD C. FRECHETTE	EDUCATION SPECIALISTS, N.H. - U.S. NAVY RECRUITING
	9	MANPOWER / LABOR	BRUCE CLEVELAND	DIR. COUNSELING - N.H. DEPT. OF EMPLOYMENT SECURITY
SPECIAL INTERESTS	10	SPECIAL NEEDS & DISADVANTAGED	PATSY BAUGH	DIR. S.E. REGIONAL EDUCATION SERVICE CENTER, INC.
	11	SEX ROLE STEREOTYPING	JOSEPHINE HAYSLIP	CONSULTANT, VOCATIONAL GUIDANCE SERVICES
	12	URBAN/RURAL EXCHANGE	ROBERT T. WILKINS	CAREER EDUCATION DIR., SUPERVISORY UNION 43
	13	ADULT INFORMATION SERVICES	THOMAS F. SOUSA	CONSULTANT, H.S. EQUIV., DIVISION OF INSTRUCTION
	14	BILINGUAL / BICULTURAL	SR. PAULINE CHABOT	LATIN AMERICAN SOCIAL & CULTURAL CENTER
EDUCATION	15	PRE-SCHOOL, DAY CARE, KINDER.	ELEANOR GRAHAM	DIRECTOR - GRAHAM KINDER SCHOOL
	16	ELEMENTARY	LINDA WEIN	TEACHER, NEW LONDON CENTRAL SCHOOL
	17	MIDDLE SCHOOL / JR. HIGH	RICHARD TUOHY	CONSUMER ED. TEACHER, HOOKSET MEMORIAL JR. HIGH
	18	HIGH SCHOOL	GERALDINE PHELPS	MATH TEACHER, MERRIMACK VALLEY HIGH SCHOOL, PENACOOK
	19	POST H.S. / TWO YEAR COLLEGE	DR. FAITH PRESTON	PRESIDENT, WHITE PINES COLLEGE
	20	COLLEGE / UNIVERSITY	JAMES A. BUSSELLE	EXEC. DIRECTOR, POST SECONDARY EDUCATION COMMISSION
	21	TEACHER EDUCATOR	ROBERT VAN VLIET	PROF. OF EDUCATION, PLYMOUTH STATE COLLEGE
	22	COUNSELOR EDUCATOR	DR. SUSAN LEHTINEN	PROF. OF EDUCATION - COUNSELING, ANTIOCH COLLEGE
CONSULTANT		ADVISOR	ERIC RANNISTO	STATE CONSULTANT FOR CAREER EDUCATION

EVIDENCE OF NEED

ONE: The U. S. Department of Labor predicts that for the next 30 years about 17% of the jobs in the nation will require a four year college degree.

- Nationwide 25% of the population acquire a four year degree.
- In New Hampshire 6% of the persons who register for high school in the state, acquire a four year college degree.

TWO: At present most secondary schools in New Hampshire offer a curriculum with a very narrow choice between college preparatory subject matter and that which is classified in some other manner.

Approximately 20% of the total high school population is enrolled in vocational programs.

Sixty percent of our students are receiving general education.

The annual cost of education per student averages approximately $1,100.

Approximately $100,000,000 per year is being spent in New Hampshire preparing our students for nothing <u>specific</u> in the way of job entry.

FOUR: Additional data is available from "The Character of New Hampshire:"pp.42-61 and "The Manpower Picture in New Hampshire:" pp. 63-65 of the proposed <u>New Hampshire Plans for Vocational Education</u>; effective, October 1, 1977.

THREE: The 1970 Census reveals 9-10% of the population as single heads of households. No data identified a breakdown by sex.

Approximately 42 percent of the full-time labor force of New Hampshire is female. <u>In the Annual Planning Report Fiscal Year 1977</u> the Department of Employment Security reports "More female workers are expected in the Balance of State Area in Fiscal Year 1977 as their proportion of the labor force increases."

Few curriculums encourage females to identify their full potential and to exercise this in career and educational choice.

SUMMARY REPORTS

WORKING DRAFT

Summary Outlines of Working Committee Notes

SMALL BUSINESS WORKING COMMITTEE

1. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS:

1. Awareness of skills, abilities and values needed by persons involved in Small Business; the most important of these are:

a. Persons should have dedication, initiative, confidence, commitment, independence, good self-image. (These are qualities of motivation.)

b. Persons should have both basic education and specific training. Persons should be able to perform successfully in reading, writing, computation and in a given field of endeavor.

c. Persons should have communication skills. Persons should have the ability to express themselves articulately, to understand others and their needs, to empathize, to be sensitive to the environment so that these communications result in meaningful behaviors.

d. Persons should be aware of business practices in general and as much as possible about the specific aspects of the business they're pursuing.

e. Persons should have knowledge of personal money management, accounting, financial management, and understand the principles of commerce and the ramifications of investing.

2. Awareness of the major categories of Small Business in New Hampshire and the career opportunities available in those categories.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

1. Family - parents participating in youth activities; young people cooperating with parent in work situation; family trips, etc.

2. Media - news programs, editorials, contests, public service announcements, ads
3. Educational Institutions
4. Personal Contact - direct exposure through work experience, volunteering, Scouts, inquiries
5. Small Business Exposure - participation in advertising, sales, visits, public relations, training, outreach, work experience - work study
6. Career Education concept must be sold to the business community so that organizations like the Chamber of Commerce, the Bankers Association, the Retail Merchant's Association and N. H. Credit Union League will establish a system whereby speakers would go into classrooms to talk about business or would video-tape speakers for classes.
7. Success in small business is directly related to good communication skills. We have to create situations where personal relationships are cultivated.
8. Career Days and College Days are valuable orientation programs.
9. Teachers should demonstrate the relevance of their courses to careers.
10. Shadowing - following the example of the Explorer programs so that the instructional programs take place in the business. Students spend a day or two with the worker or have a film of these experiences.
11. A business might invite a student to sit in on banking and other negotiations.

II. PERSONAL OUTCOME #5: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.

A. NEEDS:

1. Awareness of the dignity of work and pride in accomplishment.
2. Teachers who can show kids how to accomplish and be active.
3. Awareness on the part of employers that workers need satisfaction and rewards beyond a paycheck.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

1. Career orientation must start very early to teach children the work ethic, i.e. commitment to work, the dignity of work and pride in accomplishment.
2. Business should let employees know that they are important, that positions at all levels have dignity. Employees are parents and will pass their pride (or lack of it) on to their kids. Business should welcome spouses and employees' kids in to see what the business is all about.
3. Newspapers should have feature articles recognizing achievement in any field.
4. Employers fill out rating forms for work/study but maybe they should follow up with letters of recommendation to the school, awards or certificates for achievement of all kinds.
5. Display student art and projects in store windows.
6. Schools should emphasize student achievement through the media.

7. Each school or district should have a Career Education Coordinator who will contact individual business and business associations.

III. PERSONAL OUTCOME #6: That persons use awareness of their values, abilities, career and educational options and decision-making skills to determine a life role direction.

A. NEEDS:

1. Students need to see the relationship between what they learn in school and how it can be used in life.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

1. Schools should foster horizontal growth teaching, for example, geometry and it's application instead of linear growth - geometry to go on to algebra and trigonometry to go on to calculus, etc.

2. Teachers should demonstrate the relevance of their courses to careers.

5/11/77

WORKING DRAFT

Summary Outline of Working Committee Notes

LARGE BUSINESS WORKING COMMITTEE

1. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS:

1. The following attributes or personal skills:

a. Positive attitudes
b. Dependability - responsibility
c. Communications skills - wwritten and verbal
d. Mathematical skills
e. Ability to listen - receive information, understand and act on it
f. Ability to get along with people - human relations skills
g. Recognition that work can be interesting and enjoyable
h. An understanding of personal economics

2. Everyone must recognize that 84% of the jobs in New Hampshire are found in the private sector.

3. Individuals must understand the free enterprise system and the role of profit and its meaning to business.

4. Guidance counselors and teachers must become more familiar with business and industry - particularly in the local area.

5. Vocational guidance should be stressed in the training of guidance counselors.

6. The status attached to a college education should be replaced by a more balanced view stressing the value of vocational, technical and other education and its importance in the work community.

7. There should be increased emphasis on the value of the work ethic because of loss of balance between pleasure and work.

NEEDS: continued

8. There is a requirement for longer range job needs analysis at the State level to define the skills which are going to be required in the future.

9. Because the family often no longer provides the work experience directly, there is a requirement for entry level experience in business and industry as a way of exploring careers.

10. An awareness should exist on the part of all individuals involved in Career Education that <u>experience</u> helps create the values and assessment of abilities.

11. Recognition should be given not only to Co-Op or work-study experience, but to the realization that further study is often most meaningful if there is a break between high school and college or college and graduate experience - (that time can be spent in business, military service or social services. It provides the individuals an opportunity to test themselves and make a more realistic choice about future careers.)

12. Each school system has the responsibility to create Career Education programs which will be supported by the business community. These programs, to be maximally effective, must have continuity of exposure rather than intermittent or sporadic operation.

13. Recognition that students, parents, educators, and businessmen must establish effective lines of communication for any program to succeed.

B. METHODS AND RESOURCES:

1. Interchange of personnel between industry and education - the development of paired teaching/work positions.

2. Advisory committees drawn from business (Nashua Chamber Committees) to advise vocational/techanical educators on curriculum and curriculum development.

3. Exposure for educators and students alike through plant tours, speakers' bureaus, work study positions, summer jobs and career days.

4. Development of film clips or video tapes to depict business careers realistically at all levels, not just the white-collar environment.

B. METHODS AND RESOURCES: continued

5. The inclusion of positive and negative elements to any series of jobs.

6. Creation of a formal process of career education beginning in the elementary school and becoming more involved at the junior, senior high school and post-secondary levels.

7. Development of better occupational information materials through the use of Chamber publications, business and industry publications and other materials provided directly to the guidance counselors.

8. Development of a positive program of communication by business and industry about the work place as an ethical and challenging environment.

9. Development of an informational program involving speakers from trades, crafts, union as well as business and industry and a team approach with business and teachers to the presentation of information.

10. Development of a system of accreditation for guidance counselors which involves work experience as a requirement.

11. Development of career decision-making for employees and children of employees by business through internal career information programs.

12. Development of internal job posting or other formal or informal means to facilitate career change or exploration of different careers within a single company.

13. Increased business participation in the development of information about the quality, quantity and types of jobs available with prediction of future needs.

14. Increased provision by business of well-planned and structured summer jobs for faculty and counselors as means of orientation and development.

5/17/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

HUMAN SERVICES WORKING COMMITTEE

I. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS:

1. Awareness of career opportunities available in the field of Human Services.

2. Awareness of skills and abilities needed by persons involved in Human Services. The most important of these are:

a. COGNITIVE ASPECTS

Knowledge of:
- oneself
- one's specific discipline or field
- one's community
- one's organization
- social trends
- legal and political structure
- communication and process

b. AFFECTIVE ASPECTS

-creativity
-flexibility and adaptability
-motivation, commitment, dedication
-positive view of human potential
-personal relations
-tolerance for ambiguity
-capacity to fill one's own needs
-intolerance for injustice (advocacy)
-ability to deal with stress
-mental health
-orientation to process and developing outcomes (different from tangible product)

3. People who are considering careers in human services should consider these issues:

a. Accountability
b. Relationship Building
c. Outreach work

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

1. Family

a. Information - mailings from government and industry
b. classes - parenting, sex-roles, neighborhood organizations, career opportunities
c. financial incentives
d. service organizations
e. media

2. Media

a. Programs on t.v. - documentaries
b. realistic portrayals
c. news should include available employment opportunities
d. commercial length ads about careers
e. eliminate career sex-role stereotype
f. glamorization of some careers
g. prime time
h. features in the printed media
i. encourage professions to use media

3. Formal Education

a. seminars - right to know, use resources, lobbyists
b. train teachers as to how their values and ideas come across
c. subject matter relevant to careers
d. community committees work in schools
e. direct exposure to careers related to subject matter
f. human services - self-awareness and personal assessment
g. respect for value of all career choices
h. alternative schools
i. flexibility
j. systematic linkages - N.H. Facilitator Center, use what worked elsewhere
k. financial support for programs
l. business and social service agencies contracts for apprenticeships for x number of students each term
m. education in school to prepare for volunteering and volunteer programs in agencies

II. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education seeking skills.

A. NEEDS:

1. Ability to state what you do and don't want to do

2. Ability to understand and take control of your marketability
3. Knowledge of how to write resumé, cover letter and thank you letter
4. Preparedness for group interviews
5. Define some assertive job-seeking skills:

   a. The best time to look for a job is while you already have one.
   b. Go around from agency to agency asking for information about each place and referrals to other organizations. Explain that you're not asking for a job right now, that you're just looking around for where you might fit in the future.
   c. When you receive a rejection, write and thank the organization for considering you.
   d. Ask politely why you were rejected so that you can turn the process into more referrals.
   e. Check out the growth potential of a job and set your priorities.
   f. You don't have to answer every question on an application or you may choose to change some of the application so that it gives a more accurate reflection of you as an individual.
   g. Ask questions during an interview.
   h. Role-play interviews, attend N.H.G.P.A. conferences or other workshops.
   i. Don't be afraid to reapply to the same agency.
   j. Volunteer.

4/29/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

FRATERNAL ORGANIZATIONS/SCOUTS WORKING COMMITTEE

PERSONAL OUTCOME #3 That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS (Not in priority order)

1. Persons should have an open-minded attitude toward acquiring knowledge and information.
2. Persons should have the ability to set goals.
3. Persons should possess and demonstrate a sense of responsibility.
4. Persons should be aware of the various levels within career fields.
5. Persons should be aware of the educational requirements of a given career field.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE

1. Fraternal organizations and scouts have had success with the cooperative efforts with:

   Government, Business, Schools, Arts, Churches, Health Services, Community Services (Family Financial Counseling, N. H. Council on Economic Education, Chamber of Commerce)

2. Aides Programs (this applies to all Career Areas, not just Health Careers)
   - Scouts and Explorers train young people to be Aides and then the Aides serve for 50 hours.

   - These programs are completely voluntary - only very interested kids go into the programs. Personal satisfaction is the main reward - not credit, grades, money, etc.

   - Outside consultants (nurses, artists, etc.) provide training for the Aides.

   - Youth organizations tend to be more flexible than schools for these programs.

3. Career Night or Week

   Chamber of Commerce in Concord arranged a Career Fair with booths from local business and industry to explain each business and the careers within. This was very successful because the Chamber worked very hard to involve all the area schools and businesses, spent a long time planning and organizing and really advertised to grab people to participate. Busing was provided during school hours.

4. Junior Achievement Programs could be started in more places.

   - This program helps young people decide on a product or service, sell shares, start a chartered business, make and market the product or service, run the whole business for profit, get help from outside business consultants and then liquidate the business and pay off the shareholders at the end of the year.

5. Fund Raising - for an activity, not for profit.

   a. selling Scout cookies, bake sales
   b. troops make troop budgets and plan what to do for the whole year with the budget
   c. schools/bands, etc. raise money for trips and uniforms
   d. kids selling to kids

6. Many extracurricular school activities could be run by people other than faculty.
   a. Future Business Leaders of America
   b. Future Teachers of America
   c. Future Farmers of America
   d. Future Nurses
   e. Aides who work in libraries, cafeterias, etc.
   f. Athletics

7. It might be helpful to have a coordinating council of business people to advise on curriculum.

8. Scouting programs could be included in school programs and activities. Have an Activity Period scheduled during school. Scout leaders teaching teachers.

9. Presentations and speakers.

10. "Education for Parenthood" programs - high school kids working with preschool kids.

11. Sharing and making use of facilities - having scout meetings in schools, coordinating use of outdoor camps and conference centers.

12. Programs like "Project See" should be shared with youth organizations, churches, etc.

13. Squam Lakes Science Center programs.

14. Information on school programs should be better publicized.

15. A mobile resource center/gallery would be an excellent idea. Little Red Wagon program.

16. Tours to: Phenix Hall (N.H. Commission on the Arts), Currier Art Gallery, Paul Arts Center, Nashua, Children's Museum - where children can be involved in the Art - touching and making it.

17. Foxfire program.

18. Artists in the Schools programs.

19. Scout leaders could run workshops on simple crafts, etc. which take little or no money.

20. Information and Referral Agencies should do a better job of publicizing their existence.

21. We need coordinating efforts among youth organizations and other community organizations including schools.

22. How about a Fraternal Organizations and Scouts having a Fair to show what activities are available to kids NOW since careers are future-oriented and most of these organizations prepare kids for careers. Invite Business and community and all kids.

4/27/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

MEDIA/PUBLIC RELATIONS/GRAPHICS WORKING COMMITTEE

I. PERSONAL OUTCOME #3 That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS (not in priority order)

1. Awareness of career opportunities available in the field of Media/Public Relations/Graphics.

2. Awareness of skills, abilities and values needed by persons involved in Media/Public Relations/Graphics; the MOST important of these are:

a.) Communication b.) Versatility c.) Talent-Aptitude d.) Creativity e.) Motivation f.) Education

B. METHODS AND RESOURCES

1. childhood environment
2. tours to the place of work
3. schools, information centers
4. want ads
5. making contacts with people in the field
6. companies actively recruiting
7. employment agencies, counselors
8. speakers in classes
9. educate the educators
10. media classes, scouts
11. hanging around
12. workshops on how to give tours, how to speak in classes
13. work/study, cooperative students
14. explain the reasons for ads, economic realities, consumer realities
15. explain business realities
16. professional associations

C. WHAT <u>OUGHT</u> TO BE AVAILABLE

1. special phone number for job and career information
2. computer service for job and career information
3. Resource Center
4. training programs
5. <u>legitimate</u> specialized media schools
6. business community making further education available
7. credit barter system, earning credit by teaching something and trading earned credits for courses you want to take

II. PUBLICITY PLAN FOR CAREER EDUCATION STATE PLAN (see other pages)

4/27/77

WORKING DRAFT

Summary Outline of Working Committee Notes

HUMANITIES AND ARTS WORKING COMMITTEE

I. PERSONAL OUTCOME #2: That persons develop the ability, awareness and means by which to identify their skill levels and abilities.

A. NEEDS: (not in priority order)

1. Exposure to the very good artist or humanitarian is <u>essential</u>; the teacher or employer who can <u>see</u> that an individual student has talent can help that person continue to grow and gain more skills by encouraging opportunities for exposure and participation.

2. People in the community who are working in a certain field should be invited into schools and community situations to talk about their specific field.

3. Emphasis on Communication Skills - ALL Arts and Humanities are communications skills and anyone illiterate in these areas is handicapped.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

1. Prepare the Artists, etc., so they can go into the schools and community situations and sell themselves. These people should understand something about the kids and the curriculum in schools or the section of the community. If they are from the community itself, prepare them to teach the class or get involved with the kids if it is a school situation. 2. audio-visual packages 3. computer information and sharing 4. statistics re: reality and documentation 5. enrichment information 6. vocational information 7. apprenticeships system, shadowing 8. personal contacts 9. workshops 10. touring events 11. scholarships 12. Foxfire for teachers 13. identification of values other than money through the Arts 14. teacher rotation.

1. school boards 2. Rotary and other service clubs 3. parents 4. PTA's 5. teachers 6. community centers 7. community organizations 8. news media 9. public government 10. guilds 11. libraries 12. YMCA., YWCA. 13. Art Association, Crafts League, 14. performance centers and organizations 15. private galleries 16. museums 17. historic societies 18. local community involvement.

II. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS: (not in priority order)

1. A resource center with information about all humanities and arts, artists and apprentices. This would be staffed by active, aggressive people going out to schools and elsewhere sharing enthusiasm, practicing artists and humanitarians, information, films - a "bookmobile" approach.

2. School Boards and all personnel should be educated that there <u>are</u> jobs which <u>can</u> be documented in the Arts and Humanities and they <u>do</u> enrich life at all levels.

3. Number One priority in Education is to Raise THE STANDARDS OF TEACHER TRAINING at the colleges and university.

4. Long-term and increased funding from corporations, local and state agencies.

5. The State Board of Education should add Arts to present state requirements.

6. Opportunities at all ages for self-expression.

7. There should be a sabbatical system for public school faculty.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE: (see also IB and C)

1. Successful artists, historians, writers, etc., should go into schools in their own communities to help the teachers and students get exposure to the artist's or humanitarian's particular skills.

2. Community Resource Council to recommend programs and activities in schools or community centers. This is not P.T.A. or School Board. Very helpful in Foxfire program.

3. People need to be needed and involvement in the Arts and Humanities is armor against boredom. Example - "World Within A World" program at Currier Art Gallery for kids. Numerous and varied opportunities within state for all people.

5/17/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

ENVIRONMENT AND ENERGY WORKING COMMITTEE

I. PERSONAL OUTCOME #3 That persons be aware of the widest possible of educational and career opportunities paralleling their values and abilities.

A. NEEDS: (not in priority order)

1. Awareness of career opportunities available in the fields of environment and energy.

2. Awareness of skills, abilities and values needed by persons in the fields of environment and energy; the MOST important of these are:

a.) Ability to communicate b.) Ability to grow personally and professionally c.) Ability to assign priorities d.) Character development e.) Development of specific skills f.) Development of specific knowledge

3. Counselors need workshops on how to organize and hold Shadow Day Programs.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

1. Shadow Day Programs organized by business and other employers. High School students can shadow, hang around, volunteer, be a go-fer, to find out about the specific job.

2. Curriculum about energy systems (information, pamphlets) should be available to teachers of Science, drafting, industrial arts, etc.

3. Counselors and teachers should be allowed to shadow engineers and other energy people in the field.

4. Longer, differently-structured school year.

5. Workshops in 3 parts - 1) Awareness of Needs, 2) What is Available, 3) Implementation - staff shares with students through mini-courses, shadowing. Important to cross disciplines.

6. Information sources: Industry, Employers and their associations, Media, Government, School Personnel, by way of speakers, films, publications, career days, conferences, data access systems and other projects.

II. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education seeking skills.

A. NEEDS:

1. Persons need to know themselves and their goals.
2. Persons need to know about the organization to which they've applied; its structure and goals.
3. People who are seeking jobs should have a sincere interest in the organization to which they've applied.
4. Good resumé is very important. A lot of time should be spent writing it, getting the correct spelling, etc.
5. School Counselors and faculty need to be educated on how to help kids seek jobs.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

1. Shadow Day Programs - High school students can shadow, hang around, volunteer, be a go-fer, to find out about a specific job. Business and other employers should help organize Shadow Days.

2. Hold a workshop/short course to explain procedures, registers, veteran's preference, waiting lists, etc. for civil service and other large employers to teachers and counselors who could then explain these procedures to students.

4/28/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

MILITARY/GOVERNMENT WORKING COMMITTEE

Military

I. PERSONAL OUTCOME #6: That persons use awareness of their values, abilities, career and educational options and decision-making skills to determine a life role direction.

A. NEEDS: Persons need to know these things about the military.

1. Job opportunities
2. Advancement opportunities
3. Educational opportunities
4. Discipline
5. Military life-style (positive and negative aspects)
6. Effects on family life
7. Ability to get along with others
8. Education requirements for entry and specific job selection
9. Training requirements for entry and specific job selection
10. Physical requirements for entry and remaining in Military

B. ACTIVITIES:

1. Visit a military base
2. Be exposed to military part-time
3. R.O.T.C.
4. History courses to include explanation of military, with live experiences
5. MILCACE - Military Career Awareness course for counselors
6. Visits to recruiters
7. Explorer post in the Military
8. Movies, films
9. Military kids and families talking to other families
10. Sports and games which take teamwork and cooperation
11. Shadowing
12. Visit any business organization which requires teamwork

13. Aptitude and interest tests
14. Work experience which would correspond to similar military work - something like CLEP exams for college.
15. Train teachers, counselors and students to use Military - Civilian Occupational Outlook Handbook and all Military occupational handbooks.

C. RESOURCES:

1. School and employment counselors
2. Recruiters
3. State Department of Education
4. Department of Employment Security
5. Librarians/Resource Centers
6. Military Retirees Association
7. Guest speakers for Military
8. Churches, religious organizations
9. Military guidance counselors
10. Family
11. Military Public Affairs Office
12. Community College of the Air Force
13. Project Ahead (Army)
14. Navy Campus for Achievement (Navy & Marine)
15. Serviceman's Opportunity College
16. Defense Activities for Non-Traditional Education Services (DANTES)
    ALL educational opportunities offer programs in technical, scientific, business and liberal arts certificates A.A., A.S., B.A., B.S., B.M.A.

II. PERSONAL OUTCOME #5: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.

A. NEEDS:

1. Integrity
2. Acceptance of authority
3. Sense of discipline
4. Adherence to standards
5. Task orientation and completion

B. ACTIVITIES & RESOURCES - similar to those listed in I B and C above.

III. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education-seeking skills.

A. NEEDS:

1. Assertiveness training
2. Experiential programs
3. Training in job-seeking skills
4. Incorporation of programs in schools to insure good self-concept and career awareness
5. Knowing your capabilities, potentials and limitations

B. ACTIVITIES:

1. Counseling with students (group and individual)
2. Values clarification
3. Physical testing
4. I.Q., and Achievement Testing

C. RESOURCES:

1. Leadership Schools
2. Enlisted: NCO Academies
3. Officer Academies, ROTC, NROTC, OCS, AROTS
4. Basic and advanced training
5. Community Resources

<u>Government</u>

I. PERSONAL OUTCOME #6: That persons use awareness of their values, abilities, career and educational options and decision-making skills to determine a life role direction.

A. NEEDS:

1. Persons should have communication skills.
2. Persons should be dedicated to public service.
3. Persons should attain education appropriate to civil service careers.

4. Persons should have the ability to work within a system.
5. Persons should be self-motivated.

B. ACTIVITIES:

1. School - solid basic English courses, speech courses, theater, debating, newspaper, other clubs.
2. Communications courses
3. Report writing courses
4. Shadowing and visits to Government facilities
5. Verbal and non-verbal communications courses, philosophy, creative writing
6. Transactional Analysis
7. Good role models
8. Opportunities for handling responsibility
9. Opportunities for self-actualization
10. Activities which foster a feeling of accomplishment
11. Leadership training
12. Group counseling and training
13. Sports
14. Activities which develop skills in math, logic, human relations and interactions
15. Opportunities for cooperation within a system
16. Activities which allow growth
17. Rewards for achievement
18. Establish the relevance of activities
19. Use audio/visual aids
20. Activities which allow growth
21. Rewards for achievement
22. Establish the relevance of activities

C. RESOURCES:

1. Library and school
2. Government agencies
3. Media, communication specialists, journalists, broadcasters
4. Counselors
5. Civic organizations
6. Instructors
7. State Department of Education

8. Community Education specialist
9. Emergency agencies
10. Effective personnel managers
11. Management role model
12. Scouts, 4-H, YM & YWCA's
13. Church Groups
14. Family

II. PERSONAL OUTCOME #5: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.

A. NEEDS:

1. Integrity
2. Respect for co-workers
3. Cooperative attitude
4. Initiative
5. Task orientation and completion

B. ACTIVITIES & RESOURCES - similar to those listed in I B and C above.

III. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education-seeking skills.

A. NEEDS:

1. Assertiveness training
2. Experiential programs
3. Training in job-seeking skills
4. Incorporation of programs in schools to insure good self-concept and career awareness
5. Knowing your capabilities, potentials and limitations

B. ACTIVITIES:

1. On-the-job training
2. CETA programs
3. Cooperative Education (Earning/Learning, Work/Study)
4. Shadowing
5. Internships
6. Summer Job Programs

C. RESOURCES:

1. V.A. counselors, School counselors
2. Women's groups
3. Employment Security office
4. YM & YWCA's
5. Halfway Houses

5/12/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

MANPOWER/LABOR WORKING COMMITTEE

I. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS: (not in priority order)

1. Awareness of career opportunities available with Manpower/Labor.

2. Awareness of skills, abilities and values needed by persons in Manpower/Labor; the MOST important of these are:

a.) Basic communication skills - reading, writing, spelling, arithmetic, b.) Initiative c.) Common sense and good appearance, d.) Ability to get along with others.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

a.) tours of departments (could be all right in some cases but cause transportation problems in others.)
b.) films of occupational fields such as computer services, statisticians, etc. Show human aspects involved.
c.) Use of Channel 11 Educational Network.
d.) Panels of various people doing certain jobs discussing same.
e.) Do not want to encourage interest in an occupational field which will not exist five years from now.
f.) School guidance counselors could play an important role if had time to devote to each student.
g.) Need to know where to get information on occupation. Mention made of lack of evening school for welding.
h.) Publication of a booklet of abbreviated job descriptions of careers in Labor, Manpower, Employment Security.
i.) School guidance counselors might work at the Department of Employment Security during the summer so that they could better understand the tools of the trade, labor statistical data, etc.
j.) Exchange school counselors and D.E.S. counselors.
k.) Recommend to school boards that select group of teachers contact industry, find out what they are looking for in occupations. Industry helps support school.
l.) Show what opportunity exists in hometown. Do not have to travel 100 miles, or locate in another state. Parents could assist in this.

II. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education seeking skills.

A. NEEDS:

1. Awareness of job-seeking skills.

   a.) Practically all written applications are standard.
   b.) Usually employer makes snap judgment either likes or dislikes person.
   c.) Department of Education should be informed to teach job-seeking skills.

      1.) application to students, people who have jobs and suddenly lose them, people getting out of military service after twenty or thirty years.
      2.) Counselors may not always know what an employer is looking for. When see job applicant several times may forget what impression he is making on employer.
      3.) Too fancy job descriptions usually result in fast turn-over.
      4.) If seeking job should find out something about employer. Better know operation, better projection.
      5.) Accurate job descriptions, Find out how interests and background will fit the job. Realistic expectations of salary.
      6.) Know when to accept job and when to refuse it. How it fits in with long-range goals.
      7.) Use some reality therapy in job-seeking skills.
         a.) use of video tape, playing part of employer and employee.
         b.) use of tape recorder alone.
      8.) Needs cooperative effort.

2. Transportation needs.

B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

1. Exchange school counselors and D.E.S. counselors.
2. Meet with people in private industry. Find out what they are looking for.
3. Work study programs for all students, not just for troubled ones.
4. With limited funds and resources should we attempt to reach all segments of society. Wouldn't it be well to concentrate on schools, or one level. Feedback would get to parents.

4/28/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

SPECIAL NEEDS AND DISADVANTAGED WORKING COMMITTEE

I. PERSONAL OUTCOME #1: That persons be aware of their personal values and how these values effect their life role, (past and future).

A. NEEDS:

1. Society's acceptance of individuals as persons
2. Values and life-role clarification
3. A barrier-free environment
4. Exposure to available alternatives

B. ACTIVITIES:

1. Appropriate use of media to educate the public
2. Values education as part of public education
3. Teacher and public serving agency training in values education
4. Expand and develop services in values clarification for clients

C. WHO SHOULD IMPLEMENT PROGRAMS (THIS WILL STAY THE SAME FOR ALL OUTCOMES)

1. primary responsibility lies with SEA'S 2. Department of Employment Security 3. Business organizations 4. Counselors
5. LEA'S 6. Institutional staff 7. Legislature (MONEY) 8. Community service clubs 9. Community Action agencies
10. Personnel officers in industry and business

II. PERSONAL OUTCOME #2: That persons develop the ability, awareness and means by which to identify their skill levels and abilities.

A. NEEDS:

1. self-evaluation skills
2. occupational information - awareness of possibilities
3. evaluation devices
4. parental education

B. ACTIVITIES:

1. Career exploration
2. Coordination system between agencies
3. State training of local personnel
4. Additional funds to provide for programs and personnel

III. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS:

1. Programs to provide awareness of occupations and to provide skills to use this awareness
2. Realistic look at, and modification of labor laws

B. ACTIVITIES:

1. State-led community cooperation
2. Program to provide individuals with the skill to use occupational information
3. Attitude development program
4. Life-long educational opportunities
5. Creative, open vocational training system

IV. PERSONAL OUTCOME #4: That persons know and demonstrate decision-making skills.

A. NEEDS:

1. (Top Priority) System for delivering decision-making skills
2. Experience in decision-making at home, in school, and in the community
3. parental education
4. decision-making models and materials

B. Programs, Methods, etc.

1. Teaching of decision-making in school
2. Personnel preparation
3. Community support

V. PERSONAL OUTCOME #5: That persons use awareness of their values, abilities, career and educational options, and decision-making skills to determine a life role direction.

A. NEEDS:

1. System for delivery of life planning programs

VI. PERSONAL OUTCOME #6: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.

A. NEEDS:

1. More sensitivity on the part of the employers to the needs of the disadvantaged
2. A concept of work-readiness-patterns of critical behaviors
3. Helping people understand what gives them satisfaction in work

B. ACTIVITIES:

1. Incentives, grants, model programs and workshops to encourage employers to buy into the need for rewards and satisfaction for workers
2. Help employers redefine "responsible work behaviors"
3. OST and work adjustment programs
4. Institutional training experiences that provide real rewards (intrinsic and extrinsic)

VII. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education seeking skills.

A. NEEDS:

1. Develop knowledge of what is good about themselves
2. How to deal with questions for interviews about barriers that could block their getting a job

B. ACTIVITIES:

1. Bibliography of existing programs and materials plus a delivery system
2. Assertiveness training

VIII. PERSONAL OUTCOME #8: That persons exiting our schools are successful in being placed in paid occupation, in further education or in vocational training consistent with their awareness, abilities and aspirations.

A. NEEDS:

1. Community (through the schools) responsibility for people up to age 21
2. More access to vocational training

B. ACTIVITIES:

1. Improved guidance and placement counseling and follow-up programs
2. Improved teacher and counselor preparation
3. Community and parent awareness programs
4. Develop accountability criteria at all levels
5. More cooperation between agencies and institutions

4/29/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

SEX-ROLE STEREOTYPING WORKING COMMITTEE

Our mission statement is: THERE WILL BE NO SEX BIAS.

1. PERSONAL OUTCOME #6: That persons use awareness of their values, abilities, career and educational options and decision-making skills to determine a life role direction.

A. NEEDS: 1. NON-SEXIST EDUCATION for trainers, (trainers in school and in society) 2. NON-SEXIST EDUCATION FOR CONSUMERS. 3. PRODUCE STUDENT CAREER MOTIVATION UNRESTRICTED BY SEXISM 4. PRODUCE CAREER OPPORTUNITIES UNRESTRICTED BY SEXISM.

B. METHODS:

1. Define terms, agree on a common language.

a.) AWARENESS - information, increased sensitivity which leads to action (we chose "AWARENESS" as a better word than "CONSCIOUSNESS".)
b.) SEX-ROLE STEREOTYPING - culturally induced; locked-in behavior and expectation; categorizing based on sex rather than total personal worth.
c.) POWER - the capacity to act; to have control over one's life and other's lives.
d.) AUTHORITY - the right to act.
e.) SEX-BIAS - an attitude of prejudice toward people based on their sex; an attitude which limits people's life options; (if you're sex-biased, you're NOT SEX-FAIR).
f.) SEX-FAIR - neutral attitude; judging things and people on their merits and acting accordingly.
g.) LIBERATED - freedom to choose and act among all available options; freedom to behave responsibly, free to be me.

2. Identify major areas where sex-bias exists:

a.) Business b.) Church c.) Community Organizations d.) Media e.) Family f.) Government g.) Education

3. Set Goals and time lines for reduction of sex-bias:

a.) By 1980 what should we see?

1.) 10% at least female superintendents 2.) 40% at least students enrolled in non-traditional Vocational

Education programs and an equal percentage of placement for non-traditional as traditional job placement. 3.) Women candidates for Governor 4.) 20% at least female Principals 5.) 50% increase in women in management positions in business and industry 6.) A study is and should be made to change school literature, text books and curriculum when the books are renewed 70% of the books in schools will reflect sex-fairness. 25% of the school systems will have committees to monitor the book selection 7.) 100% of students aware of historical aspects of discrimination and prepared with knowledge of how to combat it 8.) There will be a women's center on every campus, available to all women 9.) Special emphasis on Primary and Pre-School levels - especially with role-models in class rooms.

C. RESOURCES:

1.) Federal government Resources, Department of Labor, Wage and Hour, Women's Bureau 2.) E.E.O.C. Office 3.) Commission for Human Rights 4.) Department of Employment Security 5.) N.H. Department of Education - Vocational Education $50,000. Educational Opportunity Unit Consultant's position - the person hired should have demonstrated a commitment to non-discrimination 6.) Office for Civil Rights Region 1, Boston 7.) Affirmative Action Committee - N. H. Department of Education, NO charge advice for where to go with grievances 8.) Apprenticeships Program for Vocational Education - Arthur Cram 9.) Women's groups having input on committees 10.) ACLU, Legal Aid 11.) International Women's Year 12.) New England Coalition for Educational Leadership 13.) Some kind of back-up fund to help people who file suit and lose their jobs 14.) Women's Action Alliance in N.Y. - help with proposals, text books and literature monitoring and change 15.) Margaret Bonz - Dartmouth Affirmative Action 16.) Center for Industrial and Institutional Change UNH Whittemore School 17.) This committee 18.) New Dynamics - Carol Pierce 19.) N.H.E.E.O. Office - Division of Instruction - N. H. State Department of Education 20.) Directory of Women's Organizations put out by New England College Women's Center 21.) Women for Higher Education Program 22.) National Organization for Women 23.) Private Industry publications and people - we need a resource list 24.) Games and Simulations - "Herstory" by "Ms." Magazine 25.) Perkins Bill for Career Education 26.) Federation of Franco-American Women 27.) Scouts, 4-H, Explorers 28.) Title IX 29.) Local Craft Committees

5/10/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

URBAN/RURAL EXCHANGE WORKING COMMITTEE

1. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

   A. NEEDS: Understanding of the differences between and among: (not in priority order)

      1. Urban living space and Rural living space.
      2. Urban employment opportunities and Rural employment opportunities.
      3. Urban cultural opportunities and Rural cultural opportunities.
      4. Urban racial attitudes and rural ethnic attitudes.
      5. Urban government influences and rural government influences.

   B. METHODS AND PERSONS OR AGENCIES RESPONSIBLE:

      1. By 1980, an individual in every school or Regional Center should be assigned the job of coordinating and implementing an exchange program. This includes release time for that individual.

         - Environmental Camps
         - Exchange means having kids exposed to a different environment
         - American Field Service Program

      2. By 1978, Continued funding for Highland House Project Farm in Durham for Career Education for city kids to live on and run the farm for two weeks in the summer.

         A city counterpart project should also be available.

      3. By 1980, a Resource Handbook of tour opportunities, speakers, media, people in the know; a clearinghouse of up-to-date information. Each Regional Area should develop its own which would include a state-wide directory of resource people and region-wide directory of opportunities, speakers, etc. This might be a Service Club's prpject.

      4. NOW - Career Guidance Counselors and Guidance Departments should be responsible to set up programs to invite recent graduates to return to their high schools to share what they've learned with the students still in school.

5. NOW - The option should be available for teachers to exchange for a semester or some other reasonable period. This could count for Staff Development time and should be promoted and run by staff development committees.

6. NOW - State Department of Education and Regional Centers should promote and expand Visiting Cow and other Visiting Animal Programs, and exhibits which are like the N. H. Farm Museum and MOVE KIT programs so kids can touch and see.

7. NOW - N. H. State Department of Education should promote and develop Junior Achievement Programs and programs like it.

8. NOW - N. H. Joint Council on Economic Education should fund exchange, workshops, speakers, apprenticeships.

9. 1978-79 - State Department of Education and Career Education staff should promote funding for transportation for career education activities because transportation is <u>essential</u>. Funding should be shared by local and state.

10. Experimental regional transporation service, owned and operated by regions for the purpose of field trips, exchanges, jobs, etc. Follow the example set by Community Action Program.

11. An organized internship program should be created in which <u>ALL</u> high school students participate based on interest, ability, testing, etc.

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WORKING DRAFT

Summary Outlines of Working Committee Notes

ADULT INFORMATION RESOURCES WORKING COMMITTEE

1. PERSONAL OUTCOME #6: That persons use awareness of their values, abilities, career and educational options and decision-making skills to determine a life role direction.

A. NEEDS:

1. Factual Information

a. information on educational and training programs
b. job market information
c. information on financial aid for further training
d. information about supportive services
e. information about health services
f. information about recreation/leisure time activities
g. planning for retirement

2. Personal or Social Skills Training

a. group discussions
b. personal counseling
c. developing a Positive self-image
d. supportive special interest groups
e. job interviewing skills
f. job-seeking skills
g. values clarification
h. decision-making skills
i. coping skills

B. ACTIVITIES:

1. a day-long workshop or conference for disseminating information and exchanging ideas involving all state agencies and individuals dealing with adults to discuss common problems, crises, resources and ideas.

B. ACTIVITIES: - continued

2. make career education resources available to private, non-profit organizations and community groups.

3. investigation of sources of career-related information that are currently available to adults and how much these sources of information are used.

4. career exploration workshops sponsored by various social groups.

5. an active ad campaign to promote attendance at programs.

6. evaluation of resources - are they actually producing results?

7. recommend revision of the resources to eliminate the inefficient and to reduce overlapping and redundancy.

8. set up information networks and outreach programs.

C. WHO ARE WE TRYING TO REACH?

1. Anyone 16 years and older who is not enrolled in an educationally-related institution and who needs career information to make career decisions. For example:

a. the high school push-out b. disadvantaged women c. rural adults d. urban adults e. non-English speaking f. urban Blacks g. unemployed h. physically and emotionally handicapped i. illiterate or functionally illiterate j. alcohol and drug abusers k. displaced workers l. college drop-out m. skilled adult seeking new career opportunities (i.e. second career, ex-home worker) n. prisoners and juvenile offenders o. new entrants to the job market

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WORKING DRAFT

Summary Outlines of Working Committee Notes

BILINGUAL/BICULTURAL WORKING COMMITTEE

I. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS (in order of priority)

1. Present school curriculum should be modified to accommodate bilingual/bicultural students.
2. Non-English speaking adults need to acquire English language skills.
3. Career education needs to be infused into foreign language curriculum.
4. Students need to know how to take advantage of bilingualism/biculturalism.
5. Strong English programs.
6. Bilingual resource materials are needed.
7. People need to acknowledge their cultural backgrounds.
8. More bilingual teachers.
9. More bilingual/bicultural social workers.
10. Career education resources for foreign language teachers.

B. ACTIVITIES:

1. resource center to supply teachers with occupational information re: bilingual opportunities.
2. P.R. program aimed at encouraging people to take advantage of language instruction.
3. Sensitizing teachers to the abilities of the bilingual non-native English child.
4. Bring local "native speakers" from a variety of occupations into the schools to talk about their jobs.
5. Emphasis on career-related vocabulary.
6. Employers provide English instruction for their employees.

7. English instruction in Headstart programs.
8. Workshops for teachers, administrators, school board members, and others in the community.
9. Foreign language Exploratory Program.
10. Use bilingual dramatics (role-playing, etc.) to teach career education.
11. Volunteers to go into the home to provide language instruction.
12. Legislative lobbying efforts to get MONEY.

C. ORGANIZATIONS CURRENTLY INVOLVED IN BILINGUAL/BICULTURAL PROGRAMS:

1. Rosetta Stone Associates, 142 Main St., Nashua, N.H.
2. Latin American Cultural and Social Center, 83 Hanover St., Manchester, N.H.
3. National Materials Development Center, French/Portugese, 168 S. River Rd., Bedford, N.H.
4. Temple Street School, Nashua, N.H.
5. International Center, Hanover St., Manchester, N.H.
6. Adult Basic Education, N. H. Department of Education
7. Indian Manpower, Hanover St., Manchester, N.H.
8. New Horizons, Manchester, N. H.
9. Office of Equal Educational Opportunities
10. Berlin (N.H.) Bilingual Program

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WORKING DRAFT

Summary Outlines of Working Committee Notes

PRE-SCHOOL/DAY CARE, KINDERGARTEN WORKING COMMITTEE

I. PERSONAL OUTCOME #1: "That persons be aware of their personal values and how these values affect their life role."

A. NEEDS:

1. Respecting opinions of others
2. Respecting differences of others
3. Understanding what values are
4. Recognizing different values

B. ACTIVITIES:

1. discussions in which children talk about what they value -- what means a lot to them
2. role-playing activities

II. PERSONAL OUTCOME #2: "That persons develop the ability, awareness, and means by which to identify their skill levels and abilities."

A. NEEDS:

1. Opportunities for experimentation
2. Recognition of our limitations and strengths
3. Not to be under-estimated by others
4. Creative stimulation

B. ACTIVITIES:

1. role-playing activities
2. have students share hobbies
3. learning centers dealing with different careers
4. learning centers for different activities -- art, puzzles, etc.
5. provide opportunities for children to succeed at something
6. provide challenging activities

III. PERSONAL OUTCOME #3: "That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities."

A. NEEDS:

1. An awareness of various occupations
2. Awareness of various environments
3. Awareness that jobs are determined by abilities not sex
4. Develop interests in many areas
5. Awareness of other cultures
6. Openness
7. Creative stimulation

B. ACTIVITIES:

1. discussions of parents' occupations
2. field trips
3. visitations from resource people
4. personal identity with resource persons or field activities heightens the value of the experience
5. visits to cities -- classroom activities related to the visits
6. nature walks in the country
7. bring in people involved in non-traditional (re: sex role)
8. have parents of foreign children come in and talk about and demonstrate things from their culture
9. present social activities similar to those of others cultures

IV. PERSONAL OUTCOME #4: "That persons know and demonstrate decision-making skills."

A. NEEDS:

1. Decision-making and evaluating the choice 2. Assume responsibilities 3. Accept consequences for their actions

B. ACTIVITIES:

1. allow children to make choices 2. provide situations where different children are in charge of decision-making for their group

V. PERSONAL OUTCOME #5: "That persons use awareness of their values, abilities, career and educational options, and decision-making skills to determine a life role direction."

A. NEEDS:

1. Awareness of how family patterns are influenced by career choice 2. Need to develop adaptability

B. ACTIVITIES:

1. None identified

VI. PERSONAL OUTCOME #6: "That persons be aware of the relationship between responsible work behaviors and satisfaction and rewards in work."

A. NEEDS:

1. Understanding relationship between money and work 2. Assume responsibilities

B. ACTIVITIES:

1. "accent the positive" -- encourage/emphasize accomplishments
2. establish external goals until the child can set his own
3. assign responsibilities in school and at home

VII. PERSONAL OUTCOMES #7 and #8 did not seem applicable to this level of education.

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WORKING DRAFT

Summary Outlines of Working Committee Notes

ELEMENTARY WORKING COMMITTEE

I. PERSONAL OUTCOME #1: That persons be aware of their personal values and how these values affect their life role (past & future).

A. NEEDS:

1. Values understanding - use of value strategies.
2. Adult sharing of their values in life roles - parents - community members - school personnel - student/peers.
3. Tolerance of other values (understanding vs. acceptance & vice-versa).
4. How to help children deal with the struggle of changing values (their own personal).
5. Awareness of personal (feelings) values vs. external (monetary, etc.) values.

B. ACTIVITIES:

1. classroom discussions
2. group activities and games; values strategies
3. student interviews of adults; each other
4. workshops - training for school personnel, parents, community
5. community involvement in the school and vice-versa
6. parent education groups
7. list of educational programs that can be used at home, distributed to parents

II. PERSONAL OUTCOME #2: That persons develop the ability, awareness and means by which to identify their skill levels and abilities.

A. NEEDS:

1. Telling/relating what students do right - accent the positive
2. Child-teacher-parent planning of programs
3. Provide variety of ability exposures with follow-through of relation to self
4. Awareness and appreciation of non-academic skills and abilities
5. Awareness and feedback when you recognize skills and abilities
6. Awareness of ability levels and skills necessary to make their community function

B. ACTIVITIES:

1. use of town library as a resource center
2. providing opportunities for successful experiences for each child
3. creating a "positive" atmosphere
4. opportunities for students to use their skills in community activities
5. awareness and fostering of children's skills and abilities at home, in school and in the community

III. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS:

1. Exposure to as wide a variety of careers as possible
2. Inter-relationships of subject matter, abilities, and talents to life
3. Relevancy of subject matter and abilities, etc., to life roles
4. Using community as learning environment
5. Caution - use elementary levels in relationship to (or relevancy toward) life use

B. ACTIVITIES:

1. field trips
2. community resource people talking to students in and out of school
3. project, activity-centered programs
4. parent recognition that school is the child's work having responsibilities and satisfactions
5. parental support of the concept of pride in accomplishment

IV. PERSONAL OUTCOME #4: That persons know and demonstrate decision-making skills.

A. NEEDS:

1. need to make students, parents, community, and school aware of the importance of providing students with decision-making skills
2. awareness of consequences of decisions - how one person's decisions affect others and self
3. knowledge of steps in decision-making process
    a. simple vs complex
    b. long range vs short range
4. confidence in own decisions
5. awareness of the possibility to change previous decisions
6. awareness of how values affect decision-making

B. ACTIVITIES:

1. See activities listed under I, II, and III above.

V. PERSONAL OUTCOME #5: That persons use awareness of their values, abilities, career and educational options, and decision-making skills to determine a life role direction.

A. NEEDS:

1. exposure to careers and how school subjects relate to those careers
2. need to apply themselves - make full use of skills and abilities
3. awareness of what a career is - why people choose certain careers
4. respect for all careers
5. futurology

B. ACTIVITIES:

1. See activities listed under I, II, and III above.

VI. PERSONAL OUTCOME #6: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.

A. NEEDS:

1. need to apply themselves - make full use of their abilities and skills
2. awareness of the personal satisfaction of accomplishment
3. need to set reasonable goals
4. student involvement in setting goals
5. value/importance of working -- the boredom of not working

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WORKING DRAFT

Summary Outlines of Working Committee Notes

MIDDLE/JUNIOR HIGH SCHOOL WORKING COMMITTEE

I. PERSONAL OUTCOME #2: That persons develop the ability, awareness and means by which to identify their skill levels and abilities.

A. NEEDS: (Goals)

1. That students have more "hands on" experiences

B. ACTIVITIES:

1. career shadowing
2. role playing - work simulations
3. manipulative activities in the classroom
4. field trips
5. work projects in school and in the community
6. work - study
7. junior achievement

II. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS: (Goals)

1. That students be aware of the realities regarding career choice
2. That schools have a better dialog with vocational schools, colleges, and industries

B. ACTIVITIES:

1. "Scholastic" (and other) resources
2. career and education resource centers
3. assessment tools (interest inventories, personal preference schedules, etc.)
4. intensive, comprehensive career counseling
5. bring college personnel into the schools
6. self-examination of school curriculum

7. equal emphasis on all preparation areas
8. flexibility in curriculum to allow more exploration

III. PERSONAL OUTCOME #4: That persons know and demonstrate decision-making skills.

A. NEEDS: (Goals)

1. That students develop a knowledge of cause and effect relationships and accept accountability for their actions.

B. ACTIVITIES:

1. instruction in decision-making
2. strategies which emphasize decision-making activities
3. decision-making workshops for teachers

IV. PERSONAL OUTCOME #6: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.

A. NEEDS: (Goals)

1. That students be aware that work fulfills social needs,

B. ACTIVITIES:

1. field trips
2. shadowing
3. job simulations
4. interviews with workers in the community

V. NEEDS/GOALS WHICH MUST BE MET IN ORDER TO IMPLEMENT ALL OF THE PERSONAL OUTCOMES:

A. NEED (GOAL) #1: That teachers widen their views of their own role in terms of children

1. ACTIVITIES:

a. workshops and courses
b. more time and incentives to develop new and exciting career education strategies
c. examine their own values and lifestyles and grow as people

d. role swapping between teachers

B. NEED (Goal) #2: That there be greater community involvement in career education.

1. ACTIVITIES:

a. community education
b. identification of people resources
c. student involvement in community projects
d. creative use of community resources

C. NEED (Goal) #3: That school boards and administrators support career education at the middle/junior high school level.

1. ACTIVITIES:

a. active involvement and education of school boards and administrators
b. direction from the state level
c. incentives (MONEY) from state and federal governments
d. P.R. leading to community backing

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WORKING DRAFT

Summary Outlines of Working Committee Notes

HIGH SCHOOL WORKING COMMITTEE

I. PERSONAL OUTCOME #1: That persons be aware of their personal values and how these values affect their life role (past & future).

A. NEEDS:

1. awareness of their values
2. awareness of the origination of values
3. awareness of the changing nature of values
4. awareness of the effects of their personal values on their lives
5. awareness of the individual nature of values

B. ACTIVITIES:

1. better use of community resources
2. curriculum organized to contribute to such awareness
3. in-service education for teachers
4. travel - student exchange
5. values clarification classes
6. group counseling
7. senior seminars and freshman orientation
8. parental involvement

II. PERSONAL OUTCOME #2: That persons develop the ability, awareness, and means by which to identify their skill levels and abilities.

A. NEEDS:

1. exploration - continued opportunities
2. school evaluations
3. work opportunities
4. more counseling

B. ACTIVITIES:

1. testing - ability and interest

2. job shadowing - work simulations
3. flexible, elective programs
4. extra-curricular activities beyond sports, music, and drama -- with PAID COACHES
5. teacher-advisor programs

III. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS:

1. more and better information about opportunities
2. job market information
3. knowledge of alternate careers - flexibility

B. ACTIVITIES:

1. exchange programs with larger cities
2. field trips
3. career days
4. shadowing
5. guest lecturers
6. work internships - academic credit without pay
7. specific courses
8. more understanding of the business world by teachers

IV. PERSONAL OUTCOME #4: That persons know and demonstrate decision-making skills.

A. NEEDS:

1. identify decision-making skills and coordinate for the entire school
2. awareness that decision-making extends beyond school
3. need to use decision-making process every day
4. awareness of responsibility for decisions and acceptance of consequences

B. ACTIVITIES:

1. independent work which involves decision-making
2. written or verbal plan-of-action using the decision-making process
3. in-service training for teachers

4. provide assignments that involve decision-making
5. see, experience many lifestyles

V. PERSONAL OUTCOME #5: That persons use awareness of their values, abilities, career and education options,and decision-making skills to determine a life role direction.

A. NEEDS:

1. minimize sex-role stereotyping on the part of parents, community, and school boards
2. students should have (a) identity, (b) satisfactory self-image, (c) positive attitude (d) confidence, (e) self-direction, (f) flexibility

B. ACTIVITIES:

1. extra-curricular activities
2. community involvement
3. volunteer work by students
4. community volunteers in schools
5. activities identified under outcomes 1 - 4

VI. PERSONAL OUTCOME #6: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.

A. NEEDS:

1. awareness of the different rewards from work
2. importance of appropriate behaviors if they want rewards
3. what behaviors for what work

B. ACTIVITIES:

1. "Human Side of Work" - program by Jack Hruska and Walter Popper
2. Cooperative education
3. community related work-study

VII. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education seeking skills.

A. NO NEEDS IDENTIFIED

B. ACTIVITIES:

1. a required course "Career & Education Exploration" that would include job application and interview techniques, resumé and letter of application writing, and
2. awareness of non-traditional opportunities

VIII. PERSONAL OUTCOME #8: That persons exiting our schools are successful in being placed in a paid occupation, in further education or in vocational training consistent with their awareness,abilities and aspirations.

A. No NEEDS identified.

B. ACTIVITIES:

1. provide job placement officers
2. encourage college and employer visitations
3. provide follow-up service
4. provide continuing education for all
5. maintain an up-to-date job library
6. school-sponsored job training outside the school

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WORKING DRAFT

Summary Outlines of Working Committee Notes

POST HIGH SCHOOL WORKING COMMITTEE

I. PERSONAL OUTCOME #1: That persons be aware of their personal values and how these values affect their life role (past and future).

A. NEEDS:

1. methods to identify values

B. ACTIVITIES:

1. expose students to acceptable role models
2. let students know the value of the basics (reading, writing, and math)

II. PERSONAL OUTCOME #2: That persons develop the ability, awareness, and means by which to identify their skill levels and abilities.

A. NEEDS:

1. awareness of abilities and skills needed in specific careers
2. sources of information

B. ACTIVITIES:

1. pre-testing for placement in specific programs
2. presentations by SCORE (Service Corps of Retired Executives)
3. give high school students credits for taking college course work
4. sponsor peer learning programs
5. counseling personnel exercising the distinction between a need for counseling and a need for information

III. PERSONAL OUTCOME #3: That persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.

A. NEEDS:

1. high school students need wider opportunities to talk with business and college personnel

B. ACTIVITIES:

1. college personnel can educate high school classes regarding career options requiring post high school training
2. high school courses should be on a broad, general level if the career options they lead to require further schooling
3. business and college personnel can keep high schools up-to-date on job availability for career options
4. high schools need to design broad curricula which expose students to basic skill needs in contemporary society, i.e. basic business, basic computers, basic technology
5. liberal arts students should be encouraged to learn a saleable skill
6. encourage parents to participate in awareness and information activities provided for students so that awareness is supported rather than distorted at home
7. counselors should design contracts to insure the integrity of college personnel working with students

IV. PERSONAL OUTCOME #4: That persons know and demonstrate decision-making skills.

A. NEEDS:

1. awareness of the decision-making process
2. opportunities to make decisions

B. ACTIVITIES:

1. encourage instructors to use realistic examples of decisions that are in use in the occupational world or real world his/her course relates to
2. that admission and counseling personnel question the curriculum choice of new students to estimate its validity and reasons
3. form policies whereby admission personnel arrange meetings with faculty or seniors in a major to know the realities from various viewpoints of what the program entails
4. allow student government and other organizations to work with high level administrators to consider and make decisions and in taking responsibility for decisions
5. encourage all faculty, administrators etc. to recognize their place as role models and to illustrate the process and product of their own career and other decisions
6. wherever possible, incorporate role playing and decision-making exercises into curriculum to build decision-making awareness and skills

V. PERSONAL OUTCOME #5: That persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.

A. NEEDS:

1. a closer relationship between work behaviors expected in school and those expected in business and industry
2. effective role-models

B. ACTIVITIES:

1. rarely call off classes (weather, etc.) as an example that industry doesn't close with the weather and you'll be expected to get there.
2. show example in discipline of overall school or program rules that parallel those in the actual job world.
3. with student and graduate students participation, build dress policy that parallels the needs in business and industry.
4. develop and implement processes and requirements which relate to self-discipline and class attendance. If class is dull it's still a learning situation, part of work life will be dull too.
5. have contracts with business and industry for work-study and other work-learn situations which include attendance requirements and reporting.
6. make outlines for topics to be covered by persons coming from the community to talk to students. Include what they do, the requirements to get, keep and advance in the job, their feelings about what they do including rewards and satisfactions personal and otherwise.
7. set up hypothetical situations in courses and programs that parallel life and role play the events. Outside experts, or persons from the community can play their real part, i.e., employment officer, boss, etc.
8. work experience should be built into programs early in one's college experience for one's personal assessment of the requirements, rewards and satisfactions.

VI. PERSONAL OUTCOME #7: That persons be aware of, and demonstrate, assertive job or further education-seeking skills.

A. NEEDS:

1. job application skills
2. sources of information
3. self-confidence

B. ACTIVITIES:

1. bring in personnel directors to talk with students and tell what they expect.
2. have students know how to prepare resumés.
3. exploration of job market - where and what size etc. of Company - how to look up company data before you apply or

go for an interview.
4. give them real skills in helping themselves so they can do it throughout life when they can't depend upon a placement office.
5. acquaint students with Professional Journals in one's area of training.
6. each institution must look at its own students and offer employment-seeking skills that parallel the students needs.
7. build a relationship between industry etc. and the training of students - re-training for company employees, community things that should be taught. Must do follow-through to maintain awareness of the results and response to your project.
8. visit students on the job after they've graduated and meet employers and have follow-through.

VII. PERSONAL OUTCOME #8: That persons place themselves in a paid occupation or further education and training consistent with their awareness, abilities, and aspirations.

A. NEEDS:

1. equal opportunity for all persons.

B. ACTIVITIES:

1. learning institutions can design financial aid policies which do not exclude worthy students.
2. learning institution personnel must be assertive in appealing to government to not write restrictions on financial aid which restrict benefits to worthy students.
3. learning institutions at Post-Secondary/Two Year level should form liaisons with further level sources and utilize the best channels for cooperation..
4. encourage up-dating and skill-building support among employers by offering scholarships, stipends or time allowances for continued study.

5/20/77

WORKING DRAFT

Summary Outlines of Working Committee Notes

COLLEGE/UNIVERSITY WORKING COMMITTEE

A. College/University Working Committee.

The College/University committee believes that each group views career education through its own frame of reference which shapes its perception of the nature and role of career education. The committee considers the following aspects of career education to be particularly important.

Career education should:

1. have an experiential component.
2. help students develop tools for introspection in order to become aware of their values, abilities, career and educational options and decision-making skills to determine a life role direction.
3. help students reconcile their aspirations for life and occupational goals with their educational capabilities, personal qualities and the realities of current and future employment opportunities.
4. focus on the individual.
5. be concerned on the college-university level with broader application of principles, skills and geographical distribution than at the secondary level.
6. involve three components which would enable students (a) to ascertain relevant personal characteristics and the relationship to the world of work; (b) to be able to implement a plan including job search in the world of work; (c) to adapt to changing personal characteristics and changes in the world of work.

B. Career education needs at the college/university level - listed in priority order.

1. Need credit courses on career choice process involving:

   (a) discussion of interest, skills, values.
   (b) how to use sources of information
   (c) experiential education.

2. Need to reconcile difference between aspirations and reality.

3. Need effective counseling and advising.

4. Training for counselors and advisors.

5. Need to be aware of alternative uses for skills and interests.

6. Need for career education to be a part of pre-service teacher education.

7. Need to know where career opportunities will be in the future.

8. Need sources of information about careers - effective communication of that information.

9. Need in-service training of college teachers (and other levels).

10. Need career information in high school.

    (a) career talks to high school students by college personnel or some other delivery system.

    (b) in-service training for education or agency personnel.

C. Recommendations - listed in priority order.

1. That credit bearing career education courses be offered at the College/University level. See Appendix A for course description.

2. That programs be provided leading to new ways of thinking about work, careers, and life styles. Integration of career and life style.

3. That the N. H. College and University Council (or some other organization) be used as a central clearing house for career education programs in order to avoid duplication. Funding from career education sources should be made available to partially support the central clearing house. See Appendix B for a description of the role of a central clearing house.

4. That students be provided with the tools for introspection.

5. That there be a study of the kind of career information college students have received which influenced their career choices.

6. That career education be client-centered. The individual must do things for himself.

7. That more financial resources be made available for placement activities.

8. That there must be an awareness of all professors of the importance of career education.

9. That the state plan be written from a community perspective, i.e., how can the community be mobilized to achieve the goals of career education.

10. That the colleges and universities recognize their roles and responsibilities to people outside the institutions:

    (a) disadvantaged
    (b) parents
    (c) community

11. That the state have a federal legislative liaison.

12. That there be programs directed toward French Canadians.

D. The College/University committee also suggests that a structure for consideration of career education at the college/university level might well reflect the general goals and mission of the institution. The outline below is suggestive but not all encompassing of what such a structure might include.

Goals - #1 Education of its enrolled students.

#2 Research/development to expand frontiers of knowledge.

#3 Community service/improvement/outreach.

Means to accomplish Goal #1

(a) develop other programs and exemplary courses at one or two institutions to serve as test cases.
(b) offer credit courses in life planning, career decision-making, etc.
(c) adaptation of above courses to the "non-traditional student."
(d) offer in-service programs to make faculty/staff aware of needs of students for these courses.
(e) identify strategies for linking career planning and placement offices with such courses, and with the counseling centers.

Means to accomplish Goal #2

(a) develop a data base of career opportunities on a regional and national level.
(b) via an intermediate agency/agency (NHCUC) collect and collate data on career options, manpower demands, develop models of career planning for constituent institutions, conduct pilot projects, etc.
(c) find a legislative liaison to explore current sources and potential sources of funding for career education and to advocate funds for career planning needs.

Means to accomplish Goal #3

(a) incorporate career planning elements and establish program offerings and other programs for the non-traditional student.
(b) establish training programs for educators "in the field", i.e., secondary school teachers and counselors, Adult Basic Education programs, and for organizations such as N. H. Personnel and Guidance Association.
(c) supplement efforts of TRIO programs, which serve a particular subset of total population (i.e., the "poor," minority groups, etc.).
(d) establish in-service training in career education for college/university faculty.

E. Finally, the College/University committee suggests that the career education needs of communities vary by the type of community in question. Certainly career education needs in the north country are not the same as those in Nashua. The committee suggests that at least three types of communities be considered: urban, suburban, and rural. To achieve a given goal in these three types of communities might necessitate the employment of different strategies. We suggest that the College/University committee that works on the career education plan next year might consider developing appropriate strategies to meet goals in each of these three types of community.

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CAREER PLANNING COURSE

A Career Planning Course could include exercies, readings, and homework assignments to cover the following topics:

A. Introduction to course - goals & objectives
Discuss students' attitudes toward work and career planning
Discuss theories of career development - Holland, Super, etc.
Discuss tools and terminologies of career development
Administer a pre-course survey to determine where each individual student currently is in the career development process

B. Self Assessment

Interests - what do studentsenjoy doing - self-scoring interest inventories like the Self-Directed Search (Holland) or the California Occupational Preference System could be administered in addition to class exercises

Skills - define them and discuss various types of skills - functional, adaptive, work specific - discuss Fine's hierarchy of skills and the concept of transferability of skills - use format similar to Bolles' Quick Job Hunting Map's Skill section to help students define their own skills in terms of accomplishments

Values/Needs/Personality - discuss values and their role in both personal and work terms - how they affect satisfaction/dissatisfaction - difficult to change and different for everyone - same for Needs (perhaps administer Edwards Personality Preference "Test") and personality - how all 3 factors can influence career choice and satisfaction

Abilities/Aptitude, Educational Achievement - What potentials do students have in various areas - perhaps use College Board Placement Test

Lifestyle Preference - students' visiions of their future lifestyles in terms of preference and goals - both personal and work

C. Occupational Investigation

Tools and resources to use in investigating careers and occupations - library research - reading about careers (passive) informational interviewing - talking with professionals in various fields reality testing - experiential - summer or part time work, volunteer work, or some sort of internship or cooperative education experience

Relate results of occupational investigation to results of self-assessment

Decision-Making - the process - use program similar to Decisions and Outcomes published by College Entrance Examination Board

D. Goal Setting

Students begin to set some occupational and life goals - could use some exercises from PATH program developed by Howard Figler

Strategy - students plan specific strategies for attaining goals including time frame for achievement of various objectives established for attaining overall goal or goals

E. Job Search Skills

Instruction in job search methods - resumé writing, interview skills and general job seeking techniques including resources to use in identifying potential employers

F. Conclusion

Re-administer survey to determine student growth as a result of course
Course evaluation

APPENDIX B

ROLE OF CAREER EDUCATION CENTRAL CLEARING HOUSE

In order to avoid or eliminate unnecessary duplication of programs, planning efforts and/or expenditures of funds in the area of career education, it is recommended that funds be allocated by the state of New Hampshire for a Career Education Coordinator to act as a central resource and clearinghouse for information on career education activities, needs and trends in New Hampshire colleges and universities.

Such a coordinator could provide the following services:

1. Clearinghouse for information on career education programs, research and resources throughout New Hampshire and the country. This information would be regularly disseminated to career professionals in New Hampshire colleges.

2. Provide training seminars/workshops for professionals involved in career education to promote initiation of viable career education programs and/or upgrade existing career programs.

3. Provide support to professional career counselors upon request. This support could include research on topics of concern, assistance in design or development of specific programs, assistance in goal setting and long range planning for career education programs, identification of resource materials, needs assessment, etc.

4. Establish a central resource center to provide clearinghouse information on current career resources. Center would serve as a model career library for professional and student use. Materials could be loaned to colleges for a finite period of time.

5. Provide leadership for initiating and continuing dialogue among career professionals in New Hampshire colleges.

6. Inventory of what is available in the state in career education and coordination.

   (Occupational Education Resource Center at U.N.H. has capability of adding holdings of other centers to their computer.)

WORKING DRAFT

Summary Outlines of Working Committee Notes

TEACHER EDUCATOR WORKING COMMITTEE

I. The following Standard was approved by a joint meeting of the Professional Standards Board and Council for Teacher Education (2/16/77): "Knowledge of the major concepts of career education, the relationship of specific subject area to the world of work, and methods and activities for classroom implementation."

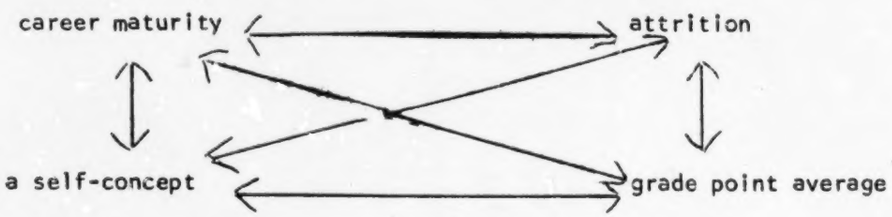
A. First Priority Needs: i.e. most important or essential to meet before other needs can be attended to.

1. develop an early program awareness of positive teacher characteristics - what makes a "good" teacher.
2. increase the number and type of early discovery experiences so that more effective career choices will be made.
3. develop an awareness of related, yet alternative, careers.
4. develop a curriculum that will address itself to the proposed Career Education Standard including futurology, vocational development theory, career education resources, and other career education concepts. This curriculum would be used to train new teachers and retraining in-service teachers.
5. coordinate and activate college placement officers in the process.
6. include or increase student involvement in the process.

B. Activities to meet first priority needs:

1. academic credit given for career exploration courses.
2. encourage "self-selection" - let students choose or not choose teacher education.
3. including certain standardized tests early in the teacher education program, e.g. Strong Vocational Interest Blank, National Teachers Exam, teacher aptitude tests.
4. increased field work experiences throughout the program.
5. differentiated staffing.
6. increased compensation for supervising teachers in the field.
7. identifying more "good" role models for supervising teachers.
8. emphasizing human services awareness - i.e. similarity between teacher characteristics and other "helping" professionals.
9. increasing the human services concept in teacher education departments.
10. strongly encouraging, but leaving as optional, participation in freshman career exploration courses.
11. using peer counseling when appropriate.

12. encouraging an interdisciplinary approach to program development.
13. encouraging inservice training in career education for college faculty.
14. providing adequate support from N. H. State Department of Education personnel.
15. using the course ED 439, Career Development Education as an example.
16. investigating the best approach for teaching career education.
17. investigating other career education courses.
18. a series of teacher educator workshops to learn these new career education concepts and techniques.
19. a series of "Pot Luck" conferences, i.e. to attend you must also be a career education presenter.
20. develop programs to encourage early contact with career planning and placement office.
21. include placement office personnel in curriculum/program planning.
22. make faculty aware of the urgent need for career planning and of the research which supports the following relationship model:



23. emphasize the role of the placement officer as the action agent for career planning.
24. involvement of student organizations in the process.
25. require student membership from each institution as a prerequisite for participation in state plan.
26. investigate/research more peer counseling approaches.
27. give academic credit for student participation in the process.

C. <u>Important Needs</u>, i.e. should be attended to soon, but come after first priority needs:

1. develop outreach, in-service training programs for teacher educators, college faculty, and current school faculty.
2. develop new or expand existing career education resource centers for practitioner use.

D. Activities to Meet Important Needs:

1. Increasing the number of career education trainers, statewide.
2. providing an adequate number of courses or workshops.
3. providing adequate funding for such workshops.
4. encouraging recertification credit for in-service participation.

5. increasing awareness of Career Education on the part of superintendents, principals, and school boards.
6. encouraging faculty workshop participation by <u>all</u> persons involved in teacher preparation.
7. investigate career planning - academic advisement models as a means of satisfying promotion or tenure guidelines.

E. <u>Desirable Needs</u> but likely can wait awhile before being attended to:

1. investigate the use of computerized career education systems for consortium use.
2. coordinate activities with experimental/alternative curriculum programs.
3. coordinate activities with consumer education programs.

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WORKING DRAFT

Summary Outlines of Working Committee Notes

COUNSELOR EDUCATORS WORKING COMMITTEE

SUMMARY REPORT:

The recommendation of the working committee of Counselor-Educators is that the following "Suggested Guidelines for Career Education Components in Counseling", be adapted and put into active practice in each counselor training program in New Hampshire.

Suggested Guidelines for Career Education Components in Graduate Programs in Counseling

It is recommended that:

1. Counselor educators (be responsible for instruction of counselors)

   a) demonstrate their own basic skills in one-to-one counseling, group counseling and leadership in workshop and teaching/consulting activities related to career education.
   b) continuously update their own professional skills.
   c) be aware of their own personal motivation toward counseling and share this awareness with their students.

2. Counselor preparation should

   a) train counselors for major leadership functions in the provision of career guidance for children, youth and adults.
   b) emphasize that career education, broadly defined with major emphasis on self and value development, provides the most feasible framework within which to deliver comprehensive career guidance to all persons.

3. General programmatic issues should include

   a) careful screening for the most promising candidates for admission.
   b) relevant learning/exposure experiences in field settings as well as through classroom experiences.
   c) focus on both the development of students personal awareness and the development of knowledge and understanding concerning career education.
   d) continuous assessment of curricula, particularly as these relate to outcome applicability for graduates.

4. Special programmatic issues should address themselves to desirable outcomes for the client population including

   a) that persons be aware of their own values and how these values effect their life role (past and future).
   b) that persons develop the ability, awareness and means by which to identify their skill levels and abilities.
   c) that persons be aware of the widest possible set of educational and career opportunities paralleling their values and abilities.
   d) that persons know and demonstrate decision-making skills.
   e) that persons use awareness of their values, abilities and career and education options and decision-making skills to determine a life role direction.
   f) that persons be aware of the relationship of responsible work behaviors as these relate to satisfaction and rewards in work.
   g) that persons be aware of, and demonstrate, assertive job and further education-seeking skills.
   h) be able to exert leadership role in planning and using career education concepts and activities in school and agency settings.

5. To insure that the conditions to bring about these desirable outcomes prevail, graduate programs should provide units of instruction which deal with

   a) research in career development, career guidance and career education to provide documentation for program outcomes.
   b) an overview of the larger contexts of the social and cultural aspects and implications of the world of work.
   c) the ability to explain the content, purpose, use, administration and interpretation techniques for appropriate areas of assessing individual differences.
   d) specify activities which emphasize "how-to-do-it" skills, in conjunction with "theory" models.

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